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ABSTRACT

Drawing from the core idea that infant and toddler care should be based on building relationships, this trainer's guide is intended for program directors, staff, and instructors who are using "The Creative Curriculum for Infants & Toddlers." Part one of the guide provides background information about "The Creative Curriculum" and describes the standards that define quality programs. This section also offers suggestions for: professional development of caregivers and teachers; creating a positive learning environment; learning about and using the "Curriculum"; and individualizing staff development. Part two of the guide offers a comprehensive series of workshops designed to introduce and involve caregivers and teachers in learning about and applying the "Curriculum" in their own settings. The workshops can be incorporated into a series of college courses, or offered on-site as part of ongoing staff development that enhances the career goals of each caregiver and teacher. The workshop series addresses all of the chapters in "The Creative Curriculum." Camera-ready handouts and references to the applicable sections of the "Journal" and the "Curriculum" are provided. The guide's resources section provides an annotated list of books and videos that complement the workshops, and a list of applicable web sites. (Author)

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A TRAINER'S GUIDE TO

THE
CREATIVE CURRICULUM®
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A TRAINER'S GUIDE TO
The Creative Curriculum® for Infants & Toddlers

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When the task of producing the *Trainer's Guide* seemed overwhelming, Sharon Yandian, Director of Professional Development at Teaching Strategies, stepped in to help. Her knowledge of Head Start and the very real training needs of programs serving infants and toddlers were invaluable as together we wrote and rewrote many of the chapters in the book. Donna Bloomer, an experienced teacher and director, joined us first as a presenter on the *Curriculum*. We then invited her to help us write the workshops on routines and activities, and we could not have finished the *Trainer's Guide* without her assistance.

The contributing authors are all experienced trainers with impressive credentials and experience working with programs serving infants and toddlers. Thanks to Sherrie Rudick, Sarah Minteer Semlak, and Peter J. Pizzolongo who used their field experience to draft materials for this *Trainer's Guide*. Ann Hall and Jamilah Jor'dan, along with Peter, reviewed the last draft and made suggestions that we incorporated into the final version. A special thanks also to Ruth Uhlmann, always the voice of reason and reality.

Producing a book as comprehensive as this *Trainer's Guide* requires the assistance and expertise of many people. Jan Greenberg provided us with the annotated list of videos included in the Resources section and referred to throughout the workshops. At various stages in the development process, we benefited from the editorial assistance of Emily Kohn, Whitney Watriss, Toni Bickart, and Jean Bernard. The beautiful illustrations, including the cover itself, are the work of Jennifer Barrett O'Connell. Larry Bram put together the list of Web sites and staff development resources. And a very special acknowledgment to Cindy Shaw, Production Coordinator at Teaching Strategies, who took our text and made it into a format that is both accessible and attractive.

My co-authors join me in expressing our deep appreciation to all these people who helped us along the way. It is our hope that this *Trainer's Guide* will give program directors, staff development specialists, and instructors a wealth of ideas for introducing caregivers/teachers to *The Creative Curriculum for Infants & Toddlers* and for helping them to use it every day in their work with children and families.

Diane Trister Dodge
October 1998

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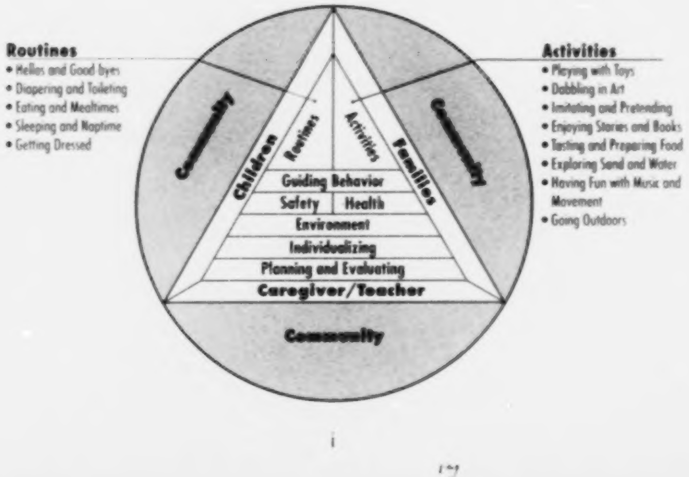
Introduction

What does it mean to adopt and then implement a curriculum for infants and toddlers? Does it mean big changes in the program? Will it make the program look more like one for preschoolers than one for children under age three? Will parents be reassured by the idea or confused? Will caregivers/teachers have to change what they do? The answers to these questions depend on the appropriateness of the curriculum itself and how it is actually used.

A curriculum is like an architectural blueprint, it will remain on paper unless it is interpreted and used accurately. To bring a blueprint to life, a contractor must have the ability to read the architect's drawing, pull together the appropriate materials for each stage of the building process, find people with specific skills, and provide direction for each task. All of those involved in the process can do a better job if they have a picture of what they are creating together. Once constructed, the process is not ended. People move into the structure and make it their own. Their individual interests and living or work styles influence how the building is actually used and changed.

In a similar way, a curriculum provides a picture of what a quality program looks like and how to achieve it. Directors and trainers involve staff and families in the selection of a curriculum that reflects their beliefs. Like contractors, they take time to read and understand what is intended, and use a variety of approaches to provide ongoing direction and support to caregivers/teachers, who then use the curriculum as a guide for decision making each day. While the philosophy that guides decision making remains the same, the curriculum as implemented by each program takes on the special characteristics and individuality of those involved—the director, caregivers/teachers, children and their families, and the community.

An appropriate curriculum for infants and toddlers focuses on what is most essential for their healthy growth and development: building responsive relationships with children and families. The curriculum should validate good practices that are already in place and help caregivers/teachers make changes that enhance their skills and knowledge and ultimately improve the program. It provides the "big picture" of what a quality program looks like and makes the connection between standards of quality—such as developmentally appropriate practice—and how to actually implement the program. *The Creative Curriculum* pulls these components together into a concrete framework.


Routines
• Hellos and Good-byes
• Diapering and Toileting
• Eating and Mealtimes
• Sleeping and Naptime
• Getting Dressed
Activities
• Playing with Toys
• Dabbling in Art
• Imitating and Pretending
• Enjoying Stories and Books
• Tasting and Preparing Food
• Exploring Sand and Water
• Having Fun with Music and Movement
• Going Outdoors
Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

The triangle within a circle emphasizes the importance of building responsive relationships among caregivers, children, families, and the community. It places caregivers/teachers at the foundation and empowers them as decision makers. Inside the triangle are all the steps involved in creating and maintaining a quality program. Programs using *The Creative Curriculum* as a guide to planning their everyday work with children and families highlight its value to them in the following statements:

- "It gives us words for some of the things we do."
- "It helps staff recognize what they do well and where they want to learn more."
- "It allows staff developers/supervisors to build on the strengths of staff."
- "It gives everyone a common vision, which promotes teamwork in our program."

This *Trainer's Guide* is intended for program directors, staff developers, and instructors who are using *The Creative Curriculum for Infants & Toddlers* as the textbook for a course. Along with *A Journal for Using The Creative Curriculum for Infants & Toddlers*, *A Parent's Guide to Infant/Toddler Programs*, and the *Curriculum* itself, it is an essential resource for achieving a quality program for very young children and their families.

In Part One of this *Trainer's Guide* we provide background information about *The Creative Curriculum*. We describe the standards that define quality for programs serving infants and toddlers and show how the *Curriculum* can help programs address them. Next we discuss the professional development of caregivers/teachers. We offer suggestions for creating a positive learning environment, a variety of ways for people to learn about and use the *Curriculum*, and ways to individualize staff development.

In Part Two we offer a comprehensive series of workshops designed to introduce and involve caregivers/teachers in learning about and applying the *Curriculum* in their own settings. The workshops can be incorporated into a series of college courses, or offered on-site as part of ongoing staff development that enhances the career goals of each caregiver/teacher. The workshop series addresses all of the chapters in *The Creative Curriculum*. We provide camera-ready handouts and references to the applicable sections of the *Journal* and the *Curriculum*.

Finally, in the Resources section you will find annotated lists of books and videos that complement the workshops, and a list of applicable web sites. We reference the videos we recommend for individual workshops, but they are optional and not required for training.

PART ONE:

Setting the Stage

I. How *The Creative Curriculum*® Promotes a Quality Program

Developmentally Appropriate Practice 2
Program Accreditation 21
Standards for Head Start Programs 26

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Part One

I

How *The Creative Curriculum*® Promotes a Quality Program

High-quality early childhood programs for infants and toddlers promote healthy development and provide critical support to families. To achieve the level of quality that leads to positive outcomes for children and families, programs must be based on an awareness of and commitment to achieving the standards of the profession. An effective tool for achieving these standards is *The Creative Curriculum for Infants & Toddlers*. The *Curriculum* and this *Trainer's Guide* can serve as a framework for planning and implementing a high–quality program and for promoting ongoing professional development of caregivers/teachers.

Several professional organizations have produced quality standards for programs serving infants and toddlers and their families:

- National Association for the Education of Young Children (NAEYC), *Developmentally Appropriate Practice in Early Childhood Programs*, rev. ed. (1997), and *Accreditation Criteria & Procedures of the National Association for the Education of Young Children* (1998). (Available by calling 800-424-2460)
- ZERO TO THREE/The National Center, *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (1995). (Available by calling 800-899-4301)
- National Association for Family Child Care (NAFCC), *Quality Standards for NAFCC Accreditation: Pilot Study Draft* (1997). (Available by calling 800-359-3817)
- Administration for Children and Families, US Department of Health and Human Services, *Head Start Program Performance Standards* (November 1996). (Available by calling 202-737-1030)
- Administration for Children and Families, US Department of Health and Human Services, *The Statement of the Advisory Committee on Services for Families with Infants and Toddlers* (September 1994). (Available by calling 202-737-1030)

This chapter reviews the standards for quality programs, including developmentally appropriate practice, program accreditation for centers and family child care homes, and Head Start. It shows how *The Creative Curriculum for Infants & Toddlers* supports programs in meeting these standards.

Developmentally Appropriate Practice

Programs that are founded on the principles of developmentally appropriate practice contribute positively to the development of young children. Specific guidelines have been developed by NAEYC and ZERO TO THREE/The National Center. These guidelines enable program staff to make decisions about the well–being and education of young children based on three sources of knowledge:[1]

- *What is known about child development and learning*—an understanding of characteristics within a given age group helps determine what activities, materials, interactions, and experiences will be safe, healthy, interesting, achievable, and challenging.
- *What is known about each child*—an understanding of the unique strengths, interests, and needs of each child in the group helps guide caregivers/teachers to respond and provide support to individual children.
- *Knowledge of the social and cultural context in which children live*—knowing about a child's family and community helps caregivers/teachers ensure that learning experiences are meaningful for, relevant to, and respectful of each child and family.

The Creative Curriculum for Infants & Toddlers pulls the pieces of developmentally appropriate practice together and offers a framework for decision making. It gives the "big picture" of what a high–quality program looks like and provides the what, why, and how to achieve it.

The charts that follow offer examples of appropriate practices for infants and for toddlers and show how *The Creative Curriculum for Infants & Toddlers* addresses each of the criteria under the following categories of developmentally appropriate practice:

Infants

- Relationships among caregivers and children
- Environment and experiences
- Health and safety
- Reciprocal relationships with families

Toddlers

- Relationships among caregivers and children
- Living and learning with toddlers
- Environment
- Health and safety
- Reciprocal relationships with families

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[1] Bredekamp, Sue, and Carol Copple, Editors. *Developmentally Appropriate Practice in Early Childhood Programs*. Revised Edition. Washington, DC: National Association for the Education of Young Children. 1997. pp. 8–9.

How *The Creative Curriculum*® *for Infants & Toddlers* Supports Developmentally Appropriate Practice in Programs Serving Infants

Relationships among Caregivers and Children

Appropriate Practices for Infants*	Examples from *The Creative Curriculum*®
• There is sufficient continuity of care to ensure that every infant (and family) is able to form a relationship with a primary caregiver. As the caregiver comes to know a few infants very well, she is able to respond to the temperament, needs, and cues of each baby and to develop a mutually satisfying pattern of communication with each child and family.	• Uses a framework in which caregivers are the foundation of the curriculum (Introduction, "Why a Curriculum for Infants and Toddlers") and play a central role in nurturing relationships among caregivers/teachers, children, and families (Part I, "Who's Who in a Quality Program"). Notes the importance of a primary caregiver for each child. The child-primary caregiver relationship serves as a child's 'home base'" (Chapter 1, "Building Relationships: The Focus of Your Work").
• Adults engage in many one-to-one, face-to-face interactions with infants. Adults talk in a pleasant, calm voice, using simple language and frequent eye contact while being responsive to the child's cues. • All interactions are characterized by gentle, supportive responses. Adults observe and listen and respond to sounds that infants make, imitate their vocalizations, and appreciate infants' sounds as the beginnings of communication.	• Promotes strategies for building relationships with children, including "allow time, be dependable, and listen and respond to what children tell you." Stresses the importance of taking the time to "simply be with an individual child and get to know one another." Encourages the use of "caring words" and a caring tone to let children know they are respected and understood. For example, suggests statements such as, "You are having a hard time. I can tell by your tears you're feeling sad. Let's sit here in the rocking chair together and see how we can help you feel better" (Chapter 1, "Building Relationships").
• Warm, responsive interactions with infants occur throughout the day. Observing the infant's cues, the adult is able to judge when the baby would like to be held, carried to a new place, or shifted to a new position. Adults often talk to babies, especially older infants, about what is going on ("Let's go for a little walk. Would you like that?").	• Emphasizes listening and responding to what children are communicating and attending to children fully. For example, stresses the importance of distinguishing an infant's cries in order to respond appropriately, greeting children and family members at the door each morning and being dependable (Chapter 1, "Building Relationships"). Promotes informal and focused observations of infants to gather information about their temperament, special interests, likes and dislikes, learning styles, etc. Values talking with infants throughout the day, describing what is happening and what will happen next (Chapter 6, "Individualizing for Children and Families").
• Adults are especially attentive to infants during caregiving routines, such as diaper changing, feeding, and changing clothes. The caregiver explains what will happen, what is happening, and what will happen next, asking and waiting for the infant's cooperation and participation.	• Promotes routines as opportunities to enable children to learn what to expect. Stresses the need to determine what a child might be experiencing in a way that allows an infant to do things at his or her own pace (chapters 11–15, "Putting Quality Into Action: Routines Day by Day").

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum®*
• Adults recognize that crying and body movements are infants' ways to communicate. Responses to infants' cries or calls of distress are calm, tender, and respectful.	• Facilitates an understanding of infants' communication stages, with crying as the first step, regardless of the language they speak. Notes other infant responses, such as smiling, kicking, turning their heads, turning away, and withdrawing. Stresses the importance of knowing infants' communication styles to create a quality program for them (Chapter 2, "Knowing Infants and Toddlers").
• Adults ensure that every infant receives nurturing, responsive care. • Playful interactions with babies are done in ways that are sensitive to the child's interests and level of tolerance for physical movement, loud sounds, or other changes. • Adults show their respect for infants' play by observing the child's activity, commenting on it verbally, and providing a safe environment. The quietly supportive adult encourages the child's active engagement. • Adults frequently talk with, sing to, and read to infants. Language is a vital part of the communication with infants.	• Promotes a primary caregiver model to ensure that caregivers handle every infant appropriately, that they listen and respond to what children communicate, and adapt the daily routines to meet individual needs (Chapter 1, "Building Relationships"). Suggests ways to interact and communicate with infants during routines and daily activities; describe what infants may be experiencing, mirror infant's emotions as they are observed, explain the concepts being demonstrated; provide vocabulary as infants explore; and build their confidence (Chapter 16, "Playing with Toys," Chapter 17, "Dabbling in Art," and other activity chapters 18–23).
• Infants and their parents are greeted warmly each morning. The caregiver is available to the infant upon arrival and helps the child become a part of the small group as needed. A peaceful transition time for parent and child is a part of the daily routine.	• Emphasizes the importance of supporting children and families when it is time to say hello and goodbye each day. Suggests strategies to ease infants' and families' anxiety about separating and reuniting, including, "Spend some time with each child and his or her family before the child is left in your care for the first time" and "Hang a welcome sign up at the beginning of the year with the names (and photos) of children and members of their families" (Chapter 11, "Hellos and Good–byes").
• Caregivers consistently respond to infants' needs for food and comfort, thus enabling the infants to develop trust in the adults who care for them. In this environment they learn that the world is a secure place for them. • Adults adjust to infants' individual feeding and sleeping schedules. Infant's food preferences and eating styles are respected.	• Identifies routines as predictable activities, enabling children to learn what to expect, but at the same time provides enough variation to hold children's attention and interest (Part III, "Putting Quality Into Action: Routines Day By Day"). Cites, for example, holding an infant while giving him his bottle as a way of telling him, "You can trust me to take good care of you" (Chapter 13, "Eating and Mealtimes"). Emphasizes that children need to be able to sleep according to their personal schedules and that they differ in how much sleep they need, how soundly they sleep, the regularity of their sleep patterns, the length of time it takes them to wake up, and their moods upon awakening (Chapter 14, "Sleeping and Naptime").

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum®*
• Adults respect infant's individual abilities and respond positively as each baby develops new abilities. Experiencing caregivers' pleasure in their achievements, infants feel competent and enjoy mastering new skills.	• Suggests ways to plan appropriately for each infant (Chapter 6, "Individualizing for Children and Families" and Appendix B, "Planning and Individualizing Forms") and to build children's confidence, such as by commenting on an infant's actions, "You crumpled the paper into a big ball" (Chapter 17, "Dabbling in Art") and "You popped all the bubbles" (Chapter 23, " Going Outdoors").
• Adults know that infants are curious about each other. At the same time, caregivers help ensure that children treat each other gently. • Adults cope well with stress and model the type of interactions with others that they want children to develop.	• Stresses that infants learn about caring for others by using as models the way others care for them—caregivers who treat children in loving and consistent ways help promote infants' positive attitudes toward others. Suggests ways to help infants interact with each other, such as by mirroring their behaviors (smiling, making a funny expression) and arranging the environment so that children have opportunities to spend time alone or in small groups (Chapter 10, "Guiding Children's Behavior").
• Adults frequently observe the infant at play. Appropriate games, such as peek-a-boo and This Little Piggy, are played with interested infants, the adult being careful not to intrude upon how the infant wants to play.	• Promotes letting children explore toys and other materials safely on their own and observing their play—noting that an infant will let the caregiver know by her actions when she's ready for play (Chapter 16, "Playing with Toys").
• Diaper changing, feeding, and other routines are viewed as vital learning experiences for both babies and caregivers.	• Emphasizes that routines provide opportunities for adults to nurture children's curiosity and guide them so they can make increasing sense of the world through their own actions (Part III, "Putting Quality Into Action: Routines Day By Day").
• Healthy, accepting attitudes about children's bodies and their functions are expressed.	• Encourages building relationships with children, including handling their bodies respectfully (Chapter 1, "Building Relationships"). Teaches infants that their body functions are a normal, healthy part of everyday life by handling diapering as an activity to be experienced together, rather than as an unpleasant task to hurry through (Chapter 12, "Diapering and Toileting").

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum*®
Environment and Experiences	
• Walls are painted with lead-free, easy-to-clean paint. Carpeting and flooring are easy to clean, soft, and neutral in color. Infants enjoy bright colors on quilts, thick vinyl mats, and cushions. These add a lively appearance to areas designated for active play. • Pictures of infants and their family members are hung on walls at such heights that infants can see them. • Adults provide infants with an auditory environment that is not overstimulating or distracting. They choose music and other recordings that infants enjoy.	• Provides specific suggestions for creating a welcoming environment, including planning a responsive environment for infants; arranging the environment to convey positive messages; and creating appropriate indoor and outdoor spaces. Recommends displaying photographs of children with their families in the entrance way (to ease coming-and-going transitions) as well as in other areas around the room where infants can see them. Explains that children's favorite music and songs have a strong rhythm, repetition, and nonsense syllables, evoke a calm or lively mood, suggest different movements, and tell a story. (Chapter 7, "Creating a Welcoming Environment")
Play	
• The play areas are comfortable; they have pillows, foam rubber mats, and soft carpeting where babies can lie on their stomachs or backs and be held and read to. A hammock, rocking chair (preferably a glider for safety), overstuffed chair, and big cushions are available for caregivers or parents and infants to relax in together. • Space is arranged so children can enjoy moments of quiet play by themselves, have ample space to roll over and move freely, and can crawl toward interesting objects. Areas for younger infants are separated from those of crawlers to promote the safe interactions of infants in similar stages of development. • Visual displays, such as mobiles, are oriented toward the infant's line of sight and designed so that the interesting sights and effects are clearly visible when the baby is lying on her back. Mobiles are removed when children can grasp them.	• Facilitates creating and maintaining an environment that encourages infants' play in soft, comfortable spaces, arranged for both solitary and small-group play, with mobiles and other visual displays safely placed within infants' sight. Provides specific suggestions on materials and equipment for infant activities, including playing with toys, dabbling with art, imitating and pretending, enjoying stories and books, tasting and preparing food, exploring sand and water, having fun with music and movement, and playing outdoors. (Chapter 7, "Creating a Welcoming Environment")
• Sturdy cardboard books are placed in book pockets or a sturdy book stand. Books that the adults read to the babies are on a shelf out of reach. Books show children and families of different racial and cultural backgrounds and people of various ages and abilities.	• Provides suggestions for books and book displays: books with soft vinyl or oilcloth covers and with cloth pages or laminated edges, and book displays using wall pockets made of heavy-duty fabric and clear vinyl, or low, open shelves for fanning books out (Chapter 19, "Enjoying Stories and Books"). Promotes books that "represent the diversity of the world, so that every child can identify with what he or she sees."
• Toys provided are responsive to the child's actions: a variety of grasping toys that required different types of manipula-	• Recommends toys for young infants (for example, mobiles, mirrors, cuddly toys, and grasping toys) and for mobile

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum®*
tion; a varied selection of skill-development materials, including nesting and stacking materials, activity boxes, and containers to be filled and emptied; a variety of balls, bells, and rattles. • A variety of safe household items that infants can use as play materials are available, including measuring cups, wooden spoons, nonbreakable bowls, and cardboard boxes. • Toys are scaled to a size that enables infants to grasp, chew, and manipulate them (clutch balls, rattles, teethers, and soft washable dolls and other play animals.)	infants (balls, puzzles, activity toys, push-and-pull toys, transportation toys, and blocks), including toys made from materials found at home (empty boxes, large empty thread spools, and plastic food containers) (Chapter 7, "Creating a Welcoming Environment," and Chapter 16, "Playing with Toys".)
• Mobile infants have an open area where balls, push and pull toys, wagons, and other equipment encourage free movement and testing of large-muscle skills and coordination. Low, climbing structures, ramps, and steps are provided. Structures are well padded and safe for exploration.	**• Promotes developing and maintaining indoor spaces for mobile infants that allow them to play and explore safely—e.g.,using sturdy furniture with protected edges, mats with a variety of surfaces (Chapter 7, "Creating a Welcoming Environment").**
• Open shelves within infants' reach contain toys of similar type, spaced so that infants can make choices. Caregivers group materials for related activities on different shelves (e.g., fill-and-empty activities are on a shelf separate from three-piece puzzles or moving/pushing toys). • There is ample, accessible storage for extra play materials of a type similar to what is already displayed and for materials with increasing challenge. Caregivers can easily rearrange their space as young infants become mobile. When an infant has explored a toy with his mouth and moved to other things, the toy is picked up for washing and disinfecting and replaced with a similar toy. Everything is nearby, so caregivers do not have to leave the space to replace a toy. • Room temperature can be controlled, vents are clean and provide an even flow of air. Floors are not drafty. Windows provide natural light and fresh air. Caregivers carry infants to the windows to see outside.	• Promotes setting up an environment that is a welcoming place for children and families and a pleasant and efficient place in which caregivers can work—using open shelves for children to select toys for themselves, accessible storage spaces for caregivers' materials, and special touches to ensure the environment is comfortable (Chapter 7, "Creating a Welcoming Environment," and Chapter 16, "Playing with Toys").
• Adults periodically move infants to a different spot (from the floor to an infant seat, from the seat to a stroller, etc.) to give babies differing perspectives and reasonable variety in what they are able to look at and explore.	**• Facilitates use of an environment that conveys the message, "You can explore on your own." The environment is made safe. When infants are awake, they are taken out of their cribs and placed in one of several small, enclosed areas (furnished with mats, soft chairs, hammocks, and other strategic equipment) (Chapter 7, "Creating a Welcoming Environment").**

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum®*
• An outside play space adjacent to the infant area includes sunny and shaded areas. It is enclosed by protective fencing. The ground around climbing structures and in some of the open space is covered with resilient, stable surfacing for safety, making it easy for mobile infants to push wagons and ride-on toys. There are soft areas where young infants can lie on quilts.	• Promotes outdoor play as important for childrens physical health and emotional well-being. Identifies materials appropriate for infants' developmental abilities—enclosed spaces where infants can reach, grasp, roll, and kick freely, soft materials such as grass, colorful blankets, or mats, elevated swings, cardboard boxes and tunnels, plastic railings to hold on to, and other materials (Chapter 7, "Creating a Welcoming Environment," and Chapter 23, "Going Outdoors").

Eating

• Infants are always held with their bodies at an angle when being fed from a bottle. • Highchairs are used only when needed; they can be folded and stored away from the infant area. T-shaped safety straps are securely installed on highchairs. Waist-high tables with infant chairs with side arms are used for feeding infants who can sit. • Children who can sit up eat in groups of one or two with a caregiver to ensure adult assistance as needed. Finger foods are encouraged and caregivers allow children to feed themselves, even when their efforts are messy. Small servings of healthy foods are offered, and the child selects how much to eat and when to stop. Eating is considered a sociable, happy time. • Adults label each infants food and bottles and store them separate from medicines in the refrigerator. Individual, labeled bibs hang on hooks near the eating area. Dishes and utensils are near the eating area. Dishes and utensils are not shared and are washed after each use. Bottles and nipples are washed and disinfected after each use. Bottles of milk that have been warmed and/or used are never reused.	• Promotes mealtimes as opportunities for infants to develop self-help, communication, and fine motor and social skills, as well as to develop good nutrition and health habits (Chapter 13, "Eating and Mealtimes"). Prompts the caregiver to set an infant in his or her lap while feeding him a bottle and to encourage an infant sitting in a high chair to touch and taste food as a way to learn. Suggests ways to maintain a healthy environment by labeling bottles to prevent the spread of germs and dating milk to guard against spoilage (Chapter 9, "Promoting Children's Health").

Sleeping

• The infant sleeping area is separate from active play and eating areas. Babies have their own cribs and their own sheets. Family members bring special comforting objects to personalize their baby's crib. Infants' names are used to label every personal item. • Cribs are made of wood, metal, or approved plastic. Each has a secure latching device to secure the drop side. The slats are more than 2 3/8 inches apart, and the height from the top of the mattress to the top of the rail is 36 inches. The mattress fits snugly into the crib—if two adult fingers can be	• Facilitates setting up an environment in which infants get the rest they need during their active day in child care, as well as providing opportunities to experience trust in their world and in themselves. Promotes a sleeping area that is quiet and well-ventilated, with soft, soothing music to cover background noise that might be disturbing. Recommends placing infants in separate cribs three feet apart and placed head to foot (to discourage the spread of germs) (Chapter 14, "Sleeping and Naptime").

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum*®
placed between the mattress and side of the crib, the mattress is too small. Cribs are spaced 3 feet apart so that infants do not breathe directly on each other. Infants are placed on their backs or sides for sleeping. • The lighting is dim but not so dark that the caregiver cannot see every infant. It is quiet with soft music.	
Diapering	
• Infants have their own diapering supplies and extra clothes with easy reach of the changing table. Also within easy reach of the caregiver are protective gloves, changing table paper on a roll secured to the table, disinfectant stored out of the reach of infants but within easy reach of the caregiver, a foot-operated diaper pail, bags that seal for soiled clothes or cloth diapers, and a handwashing sink and disinfectant soap. Adults carefully follow proper handwashing procedures before and after diapering. • Storage for disinfectants, gloves, and plastic bags is clearly labeled. Large graphic reminders of the steps in putting on/taking off protective gloves, proper diapering, and handwashing are prominently displayed at adult eye level. • Every morning, diaper supplies and extra clothes are stored in individual, labeled bins. Specific instructions for each baby are noted on a card attached to the child's bin.	• Provides information to ensure that diapering is an efficient and pleasant experience—using a changing table with a raised lip and strap for safety; covering the diapering surface with a non-absorbent, disposable cover; using disposable latex gloves; using disposable wipes—not powder—on infants, and other suggestions (Chapter 7, "Creating a Welcoming Environment," and Chapter 12, "Diapering and Toileting").
Health and Safety	
• Adults follow health and safety procedures, including proper handwashing methods and the "universal precautions" to limit the spread of infectious disease. There are clearly written sanitation procedures specific to each area. Instructions on the proper diapering sequence (including use of protective gloves), cleaning cribs and play areas, and food storage/food preparation (including dishwashing) are displayed on the walls as visual reminders to adults. • The diapering and food-preparation areas are separate, and caregivers do not move from one to the other without careful handwashing and other necessary procedures. • Each day adults prepare a solution of 1/4 cup of liquid bleach to one gallon of water (or 1 tablespoon to 1 quart of water in a spray bottle) and store it in a place out of the reach of children in each area that must be disinfected on a regular basis. All toys that infants put in their mouths are washed in soapy water, disinfected and air dried before being used by another infant; diaper tables are cleaned after each infant has been changed.	• Promotes children's physical, social, and emotional wellness, providing recommendations to meet infants' health requirements, prevent health problems, respond to sick children, help children develop good nutrition and other health habits, and use partnerships to promote children's health (Chapter 9, "Promoting Children's Health"). Cites specific hygienic practices for hand washing, diapering, food preparation, and disinfecting equipment and materials. Provides a checklist for ongoing monitoring of the program (Appendix C, "Safety and Health Checklists").

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Appropriate Practices for Infants*	Examples from *The Creative Curriculum*®
• Health records on infants' well-baby checkups, immunizations and particular health problems (e.g., allergies) are filed separately and confidentially for every infant. There are clear policies alerting parents to when infants must be excluded from child care for health reasons.	• Provides information regarding immunizations and well-baby health care, collaboration with families to document and share information about children's health; and planning to ensure wellness (Chapter 9, "Promoting Children's Health," and Appendix D, "Immunization Schedule").
• Adults are aware of the symptoms of common illnesses, environmental hazards such as lead poisoning, and food or other allergies.	• Provides information regarding common illnesses and environmental hazards, as well as preventive measures and suggestions for caring for children who are temporarily ill or who have long-term illnesses (Chapter 8, "Ensuring Children's Safety," and Chapter 9, "Promoting Children's Health").
• Families bring in a signed permission form to administer nonprescription or prescription medication, including a physician's written instruction for giving the medicine to that particular child. • Each infant has a labeled daily record book or clipboard available for caregivers and parents to check and use. Caregivers record the time, date, and amount of medication administered. Caregivers and family members can also record vital information (bowel movements, feedings, arrival/departure times, and notes about the infant's activities and moods).	• Promotes collaboration with families regarding children's health and systematic documentation of diaper changes and other health-related/daily living issues (Chapter 1, "Building Relationships," and Chapter 9, "Promoting Children's Health").
• Extra clothes that fit the baby are available for both indoors and outdoors. Caregivers dress infants so they are comfortable, given the temperature, and can move freely.	• Encourages keeping a supply of extra clothes for infants, putting on outerwear for going outside in cool, cold, or rainy weather, and other practices that ensure that infants are comfortable and can move freely (Chapter 9, "Promoting Children's Health").
• Caregivers directly supervise infants by sight and hearing at all times. • Adults do safety checks of all areas inside and out several times a day (e.g., electric outlets are covered; there are no objects on the floor that an infant could choke on; no splinters, cracks, or exposed nails exist on furnishing and equipment; no pools of water go unprotected). • Emergency evacuation plans are posted on the wall near the infants' daily record charts; a bag of emergency supplies and child-emergency forms are immediately accessible. Evacuation drills are practiced on a regular basis.	• Facilitates establishing and maintaining: a safe and healthy environment in which all infants are supervised throughout the day; daily checks for safety and health hazards, and at other times as appropriate; and emergency procedures that are known and understood by all caregivers (Chapter 8, "Ensuring Children's Safety," Chapter 9, "Promoting Children's Health," and Appendix C, "Safety and Health Checklists").

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Reciprocal Relationships with Families

Appropriate Practices for Infants*	Examples from *The Creative Curriculum®*
• Caregivers work in partnership with parents, communicating daily to build mutual understanding and trust and to ensure the welfare and optimal development of the infant. Caregivers listen carefully to what parents say about their children, seek to understand parents' goals and preferences, and are respectful of cultural and family differences. • Caregivers help parents feel good about their children and their own parenting by sharing with them some of the positive and interesting things that happened with their children during the day. Parents are viewed as the child's primary source of affection and care. Parents always feel welcome in the child care setting; caregivers warmly receive and support nursing mothers who are able to come in for breastfeeding. • Caregivers and parents confer in making decisions about how best to support children's development or to handle problems or differences of opinion as they arise.	• Promotes collaboration and coordination with families to ensure consistent, high-quality care for infants (Chapter 3, "Knowing Families," Chapter 7, "Creating a Welcoming Environment," and throughout all chapters). Provides examples of ways to share information about infants and their routines and activities (for example, the "Sharing Thoughts About Sleeping and Naptime" letter for families in Chapter 14, "Sleeping and Naptime").

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How *The Creative Curriculum®* for *Infants & Toddlers* Supports Developmentally Appropriate Practice in Programs Serving Toddlers

Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum®*
Relationships among Caregivers and Children	
• There is sufficient continuity of care to ensure that every toddler (and family) is able to form a relationship with a primary caregiver. As the caregiver comes to know a few toddlers very well, she is able to respond to the temperament, needs, and cues of each child and to develop a mutually satisfying pattern of communication with each child and family.	• Uses a framework in which caregivers are the foundation of the curriculum (Introduction, "Why a Curriculum for Infants and Toddlers") and plays a central role in nurturing relationships among caregivers/teachers, children, and families (Part I, "Who's Who in a Quality Program"). Notes the importance of a primary caregiver relationship for each child. The child-primary caregiver relationship serves as a child's "home base" (Chapter 1, "Building Relationships").
• Adults warmly greet toddlers and their parents by name when they arrive. The day begins with a great deal of adult-child interaction. Caregivers help toddlers settle into the group by reading books or quietly playing with them.	• Emphasizes the importance of supporting children and families when it is time to say hello and good-bye each day. Suggests strategies to ease toddlers' and families' anxiety about separating and reuniting, including, "Spend some time with each child and his or her family before the child is left in your care for the first time," and "Hang a welcome sign up at the beginning of the year with the names (and photos) of children and members of their families" (Chapter 11, "Hellos and Good-byes").
• An adult initiating a conversation with a toddler gives the child ample time to respond. Caregivers also listen attentively for children's verbal initiations and respond to these. Adults label or name objects, describe events, and reflect feelings to help children learn new words. Caregivers simplify their language for toddlers who are just beginning to talk, saying, "Let's wash our hands. Snacktime?" Instead of "Its time to wash our hands and have a snack." Then as children acquire their own words, caregivers expand on the toddler's language (Child: "Mary sock." Adult: "Oh, that's Mary's missing sock, and you found it").	• Emphasizes listening and responding to what toddlers are communicating and attending to them fully. For example, stresses sitting down and listening to "a toddler's story about making pancakes over the weekend" (Chapter 1, "Building Relationships"). Suggests using simple, clear language to communicate (Chapter 10, "Guiding Children's Behavior").
• Caregivers ask parents what sounds and words their toddler uses so that the caregiver will understand what the child is saying when she uses beginning speech or a home language that is not understood by the caregivers.	• Promotes developing partnerships with parents and other family members, including a shared understanding of the words and sounds a toddler uses to communicate (Chapter 1, "Building Relationships," and Chapter 2, "Knowing Infants and Toddlers").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• Adults have appropriate expectations for toddlers and are supportive of toddlers as they acquire skills. Caregivers watch to see what the child is trying to do and provide the necessary support to help the child accomplish the task, allowing children to do what they are capable of doing and assisting with tasks that are frustrating. • Children are acknowledged for their accomplishments and helped to feel increasingly competent and in control of themselves	• Facilitates developing goals for toddlers based on information about ways in which children typically grow and develop (Appendix B, "Planning and Individualizing Forms"), offering toddlers opportunities to practice skills they have mastered as well as to try new things that offer a challenge, and acknowledging toddlers' actions in a way that builds a sense of competence (Chapter 1, "Building Relationships," Chapter 2, "Knowing Infants and Toddlers," chapters 11–15 on routines, and chapters 16–23 on activities).
• Adults respond quickly to toddlers' cries or other signs of distress, recognizing that toddlers have limited language with which to communicate their needs	• Provides strategies for responding to emergencies and other situations in which toddlers may be in distress (Chapter 9, "Promoting Children's Health")
• Adults comfort toddlers and let them know they are appreciated through warm responsive touches, such as giving pats on the back or hugs and holding toddlers in their laps. Caregivers are sensitive to ensuring that their touches are welcomed by the children.	• Promotes establishing and maintaining a nurturing environment in which caregivers use "caring words" to let children know they are respected and understood, and comfort them with statements and actions such as, "Let's sit here in the rocking chair together and see how we can help you feel better." Encourages handling children's bodies with respect, for example, asking a toddler, "Could you please help me to take off your shirt?" (Chapter 1, "Building Relationships").
• Adults respect children's developing preferences for familiar objects, foods, and people. Adults permit children to keep their own favorite objects and provide limited options from which children may choose what they prefer to eat or wear. Children's preferences are seen as a healthy indication of a developing self-concept • Adults respect toddlers' desires to carry favored objects around with them, to move the objects from one place to another, and to roam around or sit and parallel play with toys and objects	• Promotes establishing and maintaining an environment in which toddlers' striving for autonomy is understood by caregivers/teachers, who allow children to assert themselves regarding their preferences for toys, foods, other children and adults, and activities (Chapter 2, "Knowing Infants and Toddlers")
• Adults give simple, brief, accurate responses to children's staring at or questions about a child with a disability. • Adults model the type of interactions with others that they want children to develop. Caregivers help toddlers resolve their differences by using words to express what is happening and what the toddler is feeling. For example, "You want to play with the car? Carol is playing with the car. Let's see if we can find another car on the shelf."	• Stresses that toddlers learn about caring for others by using as models the way others care for them—caregivers/teachers who treat children in loving and consistent ways help promote toddlers' positive attitudes toward others. Suggests ways to help toddlers interact with each other, such as acknowledging their positive interactions and encouraging them to help one another (Chapter 10, "Guiding Children's Behavior").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum®*
• Adults patiently redirect toddlers to help guide children toward controlling their own impulses and behavior. When children fight over the same toy, the adult provides another like it or removes the toy. If neither of these strategies is effective, the caregiver may gently redirect the children's attention by initiating play in another area. Caregivers give clear sanctions for overly dangerous behavior. • Adults recognize that constantly testing limits and expressing opposition ("No!") to adults is part of developing a healthy sense of self as a separate, autonomous individual. Caregivers try to limit their saying "No!" to situations that relate to children's safety or emotional well-being. Adults give positively worded directions ("Bang on the floor"), not just restrictions ("Don't bang on the table").	• Promotes a positive approach to guiding toddlers' behavior, including offering alternatives for children's play, limiting the number of times caregivers/teachers have to say "No," and stating rules positively rather than negatively (Chapter 10, "Guiding Children's Behavior").

Living and Learning with Toddlers

• Time schedules are flexible and smooth, dictated more by children's needs than by adults'. There is a relatively predictable sequence to the day to help children feel secure. • Adults adapt schedules and activities to meet individual children's needs within the group setting. Recognizing toddlers' need to repeat tasks until they master the steps and skills involved, caregivers allow toddlers to go at their own pace. They have time to assist a child with special needs because the group of toddlers knows what is expected and is engaged.	• Promotes a daily schedule for toddlers that supports a day with consistency and predictability, while allowing for flexibility to respond to individual children's needs (Chapter 5, "Planning and Evaluating Your Program").
• Adults create an "inclusive" classroom, making sure that spatial organization, materials, and activities enable all children to participate actively, for example, a child with a physical disability eats at the table with other children.	• Encourages establishing and maintaining inclusive classrooms, offering suggestions for adapting the environment for children with special needs (Chapter 7, "Creating a Welcoming Environment").
• Adults engage in reciprocal play with toddlers, modeling for children how to play imaginatively, such as playing "tea party." Caregivers also support toddlers' play so that children stay interested in an object or activity for longer periods of time and their play becomes more complex, moving from simple awareness and exploration of objects to more complicated playlike pretending.	• Promotes pretend play through relationships with toddlers, encouraging caregivers/teachers to accept this type of play, verbalize what a toddler might be feeling, and join in (Chapter 18, "Imitating and Pretending").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• Adults respect toddlers' solitary and parallel play. Caregivers provide several of the same popular toys for children to play with alone near another child. Caregivers realize that having three or four of the same sought-after toy is more helpful that having one each of many different toys.	• Facilitates toddlers' solitary and parallel play, providing suggestions for preparing the environment and interacting and intervening in toddlers' play as appropriate (Chapter 7, "Creating a Welcoming Environment," and chapters 16–23 on activities).
• Adults frequently read to toddlers, one individually on a caregiver's lap or in groups of two or three. Caregivers sing with toddlers, do fingerplays, act out simple stories or folktales with children participating actively, or tell stories using a flannel board or magnetic board and allow children to manipulate and place fingers on the boards.	• Encourages one-on-one, paired, and spontaneous small-group reading opportunities for toddlers throughout each day (Chapter 19, "Enjoying Stories and Books").
• Toddlers are given appropriate art materials, such as large crayons, watercolor markers, and large paper. Adults expect toddlers to explore and manipulate art materials and do not expect them to produce a finished art product. They use nontoxic materials but avoid using food for art because toddlers are developing self-regulatory skills and must learn to distinguish between food and other objects that are not to be eaten. • Children have daily opportunities for exploratory activity, such as water and sand play, painting, and playing with clay or playdough.	• Promotes toddlers' creative endeavors, providing suggestions for appropriate activities to encourage and extend toddlers' art and sand/water play experiences, such as: using paste and scissors; making collages and assemblages; painting with paintbrushes, feathers, pastry brushes, and other tools; and doing sand and water play activities (Chapter 17, "Dabbling in Art," and Chapter 21, "Exploring Sand and Water").
• Adults recognize that routine tasks of living, such as eating, toileting, and dressing, are important opportunities to help children learn about their world, acquire skills, and regulate their own behavior. Meals and snacks include finger food or utensils that are easier for toddlers to use, such as bowls, spoons, and graduated versions of drinking containers from bottles to cups. Childrens attempts to dress themselves and put on shoes are supported and positively encouraged.	• Identifies routines as predictable activities enabling children to learn what to expect, but also as activities that vary enough to hold children's attention and interest (Part III, "Putting Quality Into Action: Routines Day By Day"). Stresses routines as primarily ways for adults to nurture childrens curiosity and guide them to make increasing sense of the world. For example, teach a toddler to place her jacket on the floor so she can "flip-flop" it over her head (Chapter 15, "Getting Dressed").
• Adults respect childrens schedules with regard to eating and sleeping. Toddlers are provided snacks more frequently and in smaller portions than older children. For example, two morning snacks are offered at earlier hours than the usual snacktime for preschoolers. Liquids are provided frequently. Childrens food preferences are respected.	• Promotes use of a daily schedule that offers toddlers a feeling of predictability while allowing for adaptations to meet the needs of individual children (Chapter 5, "Planning and Evaluating Your Program"). Encourages caregivers/teachers to provide more food to toddlers who are hungry (Chapter 13, "Eating and Mealtimes").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• Adults work cooperatively with families in encouraging children to learn to use the toilet. When toddlers reach an age when they feel confident and unafraid to sit on a toilet seat, caregivers invite them to use the toilet, help them as needed, provide manageable clothing, and positively reinforce them. The toilet, with a step stool, is in a well-lit, inviting, relatively private space. Children are taken to the toilet frequently and regularly in response to their own biological needs.	• Facilitates parents and caregivers following children's leads and working together to make the skill of using the toilet a pleasant and educational experience for toddlers. Provides suggestions for arranging the bathroom to encourage children to use the toilet and wash their hands (Chapter 12, "Diapering and Toileting").
• Healthy, accepting attitudes about child's bodies and their functions are expressed.	• Encourages building relationships with children that include handling their bodies with respect (Chapter 1, "Building Relationships") and approaching toileting in a way that teaches them that their body functions are a normal, healthy part of everyday life (Chapter 12, "Diapering and Toileting").
• Caregivers plan a transition into naptime with a predictable sequence of events. They choose a quiet activity, such as reading a story. Toddlers get their own stuffed toys or blankets and go to their cots; soft music or a story tape may be played for toddlers who are still awake.	• Provides strategies for creating an environment that encourages toddlers to nap—making a space where children can sleep quietly and safely, ensuring that children sleep in the same place each day, and developing naptime rituals such as singing a lullaby, playing a tape of a parent singing or reading, or rubbing a child's back (Chapter 14, "Sleeping and Naptime").

Environment

• Walls are painted with lead-free, easy-to-clean paint. Carpeting and flooring materials are selected to provide a soft background so that toddlers' eyes are drawn to the materials and activity choices. • Floor coverings are appropriate for the activities that occur there: shock-absorbent tiles for open areas where toddlers push and pull toys around and for art, eating, and water and sand play areas; low-pile, easy-to-clean carpeting or nonslip area rugs cover areas for quiet play. • Toddlers' artwork and other creative projects are hung at a level just above the toddlers' reach but low enough for them to look at. Caregivers display pictures of children and their families.	• Provides specific suggestions for creating a welcoming environment, planning a responsive environment for toddlers, arranging the environment to convey positive messages, creating appropriate indoor and outdoor spaces, and other topics. Recommends displaying toddlers' artwork and photographs of children with their families in the entranceway (to ease coming-and-going transitions) as well as in other areas around the room where toddlers can see them (Chapter 7, "Creating a Welcoming Environment").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• The environment and schedule have enough predictability and repetition to allow toddlers to form expectations, repeatedly practice emerging skills, and feel the security of a familiar routine.	• **Promotes use of a daily schedule that offers toddlers predictability and that, along with planning an appropriate environment, helps them develop a sense of trust (Chapter 5, "*Planning and Evaluating Your Program*," and Chapter 7, "Creating a Welcoming Environment").**
• Caregivers organize the space into interest or activity areas, including areas for concentrated small-group play, being alone, art/water/sand and other messy activities, dramatic play, and construction. The activity areas are separated by low partitions, shelves, or sitting benches, making it difficult for running toddlers to disturb toddlers engaged in concentrated play, and creating clear traffic patterns. • The environment has private spaces with room for no more than two children and are easily supervised by adults. • A child-size sink with a good supply of paper towels is located near areas designated for messy activities, so toddlers learn to clean up and wash their hands following any messy activity. Smocks are on low hooks so that toddlers can get them themselves. Cups, paint cans, and other containers are small so that toddlers can easily manage them and cleanup is easy. Toddlers can do most activities without assistance.	• Encourages the use of open spaces for active play, lofts or platforms on which to sit, soft chairs, and appropriate spaces for toddlers to play with toys, dabble in art, pretend, enjoy stories and books, taste and prepare food, explore sand and water, and have fun with music and movement (Chapter 7, "Creating a Welcoming Environment"). Also promotes an environment that facilitates classroom management, including suggestions for helping toddlers engage in activities without assistance.
• Sturdy picture books are provided. People of different ages, racial and cultural groups, family types, and abilities/disabilities are depicted.	• **Provides suggestions for books and book displays: using books with soft vinyl or oilcloth covers, books with cloth pages or laminated edges, and book displays of wall pockets made of heavy-duty fabric and clear vinyl, or using low open shelves for fanning books out. Recommends books with simple plots, including stories of children whose daily lives are similar to those of children in program. Also recommends books with pages toddlers can turn, illustrations they can point to, and phrases that sound silly and are repeated predictably (Chapter 19, "Enjoying Stories and Books").**
• Children have many opportunities for active, large-muscle play both indoors and outdoors. The environment includes low, soft climbing platform(s), a tunnel for crawling through, and ramps and steps that are the correct size for children to practice newly acquired skills. Toddlers' outdoor play space is separate from that of older children. Outdoor play equipment for toddlers includes small climbing equipment that	• Facilitates establishing and maintaining indoor and outdoor environments that promote gross motor skills, including materials such as riding toys, a climber and slide, wagons, large cardboard boxes, push and pull toys, balls of all sizes, and others (Chapter 7, "Creating a Welcoming Environment"). Includes the planning aspects of outdoor areas to ensure that they are safe and healthy environments.

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
they can go around and in and out of and solitary play equipment requiring supervision, such as swings and low slides. • Walks around the neighborhood or to a park and special trips are planned so that toddlers see many outdoor environments.	for toddlers, as well as strategies for walking around the neighborhood to jump in puddles, collect pine cones and other objects, smell the grass, and so on (Chapter 23, "Going Outdoors").
• The diapering/toileting, sleeping, and eating areas are separate, both for sanitation and to ensure quiet, restful areas.	• Promotes hygienic environments in which the diapering/toileting, sleeping, and eating areas are separate, with spaces that are easy to maintain (Chapter 7, "Creating a Welcoming Environment," Chapter 9, "Promoting Children's Health," and Appendix C, "Safety and Health Checklists").
• The toddler naptime area can be in the play area as long as cots are well separated from each other. The adult plans where each toddler's cot will go according to the toddler's ease or difficulty in resting, distractibility, need for quiet, or length of normal nap. • Each toddler has a cot and bedding that are personally labeled. Getting her own blanket or special stuffed toy is a part of the child's nap routine.	• Facilitates caregivers' creating an environment that encourages toddlers to rest, suggests ways to help children sleep undisturbed when cribs and cots are arranged in the main room (for example, playing soft, soothing music to cover any background noise and setting up cots or mats three feet apart) (Chapter 14, "Sleeping and Naptime"). Recommends that each child sleep in the same place each day and that children are provided with clean sheets and blankets.

Health and Safety

• To limit the spread of infectious disease, adults follow health and safety procedures, including proper handwashing methods and the "universal precautions." There are clearly written sanitation procedures specific to each area. Instructions on the proper diapering and handwashing sequence (including use of protective gloves), cleaning cribs and play areas, and food storage/preparation (including dish-washing) are displayed on the walls as visual reminders to adults. • Adults daily prepare a solution of ¼ cup of liquid bleach to 1 gallon of water (or 1 tablespoon to 1 quart of water in a spray bottle) and store it in a place out of the reach of children. Diaper-changing areas are routinely disinfected after each change. • Toys that are mouthed are removed when a child has finished playing with them so that they can be cleaned and disinfected before use by another child.	• Promotes children's physical, social, and emotional wellness, providing recommendations to meet toddlers' health requirements, prevent health problems, respond to sick children, help children develop good nutrition and other health habits, and use partnerships to promote children's health (Chapter 9, "Promoting Children's Health"). Cites specific procedures regarding hand washing and diapering/toileting, hygienic food preparation practices, and disinfecting equipment and materials. Provides a checklist for ongoing monitoring of the program (Appendix C, "Safety and Health Checklists").

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Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• Health records, including immunizations and particular health problems (e.g., allergies) are filed separately and confidentially for every toddler.	• Provides information regarding immunizations and well-baby/well-child health care. Collaborates with families to document and share information about childrens health, and develops plans to ensure wellness (Chapter 9, "Promoting Childrens Health," and Appendix D, "Immunization Schedule").
• Adults are aware of the symptoms of common illnesses and alert to changes in childrens behavior that may signal illness or allergies. Caregivers conduct daily health checks, recording any signs of illness on each toddlers' daily record form.	• Provides information regarding common illnesses and environmental hazards, as well as preventive measures and suggestions for caring for children who are temporarily ill or who have long-term illnesses (Chapter 8, "Ensuring Children's Safety," and Chapter 9, "Promoting Children's Health").
• Families bring in a signed permission form to administer non-prescription or prescription medication, including a physicians written instruction for giving the medicine to that particular child. • Each child has a labeled daily record book or clipboard available for caregivers and parents to check and use. Caregivers record the time, date, and amount of medication administered. Caregivers and family members can also record vital information (bowel movements, feedings, arrival/departure times, and notes about the childs activities and moods).	• Promotes collaboration with families regarding childrens health and systematically documenting diaper changes/toileting and other health-related/daily living issues (Chapter 1, "Building Relationships," and Chapter 9, "Promoting Childrens Health").
• Extra clothes for both indoors and outdoors are available. Caregivers dress toddlers so they are comfortable, given the temperature, and can move freely.	• Encourages keeping a supply of extra clothes for toddlers; putting on outerwear for going outside in cool, cold, or rainy weather; and other practices that ensure that toddlers are comfortable and can move freely (Chapter 9, "Promoting Childrens Health").
• Caregivers directly supervise toddlers by sight and sound, even when they are sleeping. • Adults do safety checks of all areas both indoors and outside several times a day to assure that they are safe (e.g., electric outlets are covered, no objects that a toddler could choke on are on the floor, no splinters or nails are exposed on furnishings and equipment). • Emergency evacuation plans are posted on the wall near the daily record charts, a bag of emergency supplies and child emergency forms are immediately accessible. Evacuation drills are practiced on a regular basis.	• Facilitates establishing and maintaining a safe and healthy environment in which all toddlers are supervised throughout the day; safety and health hazards are assessed daily and at other times as appropriate; and emergency procedures are known and understood by all caregivers (Chapter 8, "Ensuring Children's Safety," Chapter 9, "Promoting Children's Health," and Appendix C, "Safety and Health Checklists").

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Reciprocal Relationships with Families

Appropriate Practices for Toddlers*	Examples from *The Creative Curriculum*®
• Teachers work in partnership with parents, communicating daily to build mutual understanding and trust and to ensure the welfare and optimal development of the toddler. Caregivers listen carefully to what parents say about their children, seek to understand parents' goals and preferences, and are respectful of cultural and family differences. • Teachers help parents feel good about their children and their own parenting by sharing with them some of the positive and interesting things that happened with their children during the day. Caregivers communicate that they view parents as the child's primary source of affection and care. Parents always feel welcome in the child care setting. • Caregivers and parents confer in making decisions about how best to support childrens development or handle problems or differences of opinion as they arise.	• Promotes collaboration and coordination with families to ensure consistent, high-quality care for toddlers (Chapter 3, "Knowing Families," Chapter 7, "Creating a Welcoming Environment," and throughout all chapters). Provides examples of ways to share information about toddlers and their activities (for example, the "Sharing Thoughts About Playing with Toys" letter to families in Chapter 16, "Playing with Toys").

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Program Accreditation

Program accreditation recognizes and promotes high-quality programs for young children in center-based and family child care settings. The National Child Care Staffing Study suggests that accredited centers provide higher-than-average-quality services: "The accredited centers had better-compensated teachers with more formal education and specialized early childhood training, provided better benefits and working conditions, and maintained lower rates of turnover."[5] In general, an increasing body of research confirms a link among training, program quality, and positive outcomes for children.

The decision to pursue accreditation is voluntary. Two of the best–known organizations that accredit programs are the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC).

Center Accreditation

Center-based programs can seek accreditation from the National Academy of Early Childhood Programs, a division of NAEYC. The Academy administers a voluntary, professionally sponsored accreditation system for child care centers, preschools, kindergartens, and school–age programs, which is described in *Accreditation Criteria & Procedures of the National Association for the Education of Young Children.*[6] This resource defines a high–quality early childhood program as "one that meets the needs of and promotes the physical, social, emotional, and cognitive development of the children and adults—parents, staff, and administrators—who are involved in the program."[7]

The National Academy's Criteria for High Quality Early Childhood Programs represent the consensus of the early childhood profession on the definition of a high quality program for young children. NAEYC developed the criteria over a three-year period, submitted them to early childhood experts for extensive review and validation, and field tested them in programs across the country. The NAEYC Governing Board adopted the criteria in July 1984. They were revised in 1991 and 1998.

Components of the Criteria

The criteria include ten components, which are summarized as follows:

A. Interactions among Teachers and Children: Staff provide warm, respectful, and responsive caregiving, e.g., immediately comforting infants in distress, reassuring crying toddlers while listening to them with attention and respect. Staff frequently converse with infants and toddlers on an individual basis and provide ongoing learning opportunities, most often in response to the child's own cue. Staff encourage independence and prosocial behavior using their knowledge of each child's development. They use positive guidance techniques, setting clear limits and arranging the environment in ways to minimize use of the word "no" with infants and toddlers. In sum, staff create an environment where children can be comfortable, relaxed, and happy with opportunities for the development of self-esteem, social competence, and intellectual growth.

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[5] M. Whitebook, "NAEYC Accreditation as an Indicator of Program Quality: What Research Tells Us," in S. Bredekamp and B. Willer (Editors), *NAEYC Accreditation: A Decade of Learning and the Years Ahead*. Washington, D.C.: NAEYC, 1996, p. 33.

[6] *Accreditation Criteria & Procedures of the National Association for the Education of Young Children.* Washington, D.C.: NAEYC, 1998.

[7] *Accreditation Criteria*, 1998.

B. Curriculum: Programs have written curriculum plans, which include a statement of philosophy and goals for children based on sound knowledge of child development practices and assessment of the individual needs and interests of children. Teachers meet the individual needs of children by assessing their skills and progress in an ongoing manner. The learning environment provides developmentally appropriate materials and equipment; activities reflect the philosophy and goals of the program. Materials and experiences are free of stereotyping and reflect the children and families as well as the diverse cultures that exist in society.

The daily schedule provides child-initiated routines and activities (both indoors and outdoors) that promote: physical development (large and small muscle); development of positive self-concept and social skills; language and literacy development; and sound health, safety, and nutritional practices. Routines such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed manner and are tailored to individual children's needs and rhythms.

C. Relationships among Teachers and Families: Families are respected and viewed as the primary educators of their children. Through newsletters, bulletin boards, or other means, programs share with families their program philosophy, curriculum, policies and procedures, and other important matters related to program quality. Programs have in place a system for daily communication between families and staff. Teachers work in partnership with families to establish and maintain regular two-way communication to build trust and to ensure that children's needs are met. Teachers and families discuss their views about childrearing practices at home and in the center to avoid potential conflict and minimize confusion for children. Parents and family members are made to feel welcome at all times and are encouraged to be involved in the program in a number of ways.

D. Staff Qualification and Professional Development: The most important determinant of the quality of an early childhood program is the quality of its staff. Programs employ staff who are at least 18 years old, have received training in Early Childhood Education (ECE)/Child Development (CD), and who possess the appropriate personal characteristics for working with infants and toddlers. Staff in charge of a group of children should have at least a CDA Credential or an associate degree in ECE/CD. Programs should employ an early childhood specialist to direct the educational program. The administrator should have a baccalaureate degree in ECE/CD and at least three years of full-time teaching with young children, and/or a graduate degree in ECE/CD. The program's director or chief administrative officer should have training and/or experience specific to early childhood program administration, such as human resource and financial management.

New staff require orientation to all aspects of the program. In cases where staff members do not meet specified qualifications, there is a training plan, both individualized and program-wide. All staff have ongoing training opportunities to improve skills in working with children and families and to keep abreast of the latest developments in the field. The administrator maintains current and accurate records of staff qualifications, as well as documentation regarding ongoing education and training.

E. Administration: Programs provide sound administration and management that facilitates the provision of high–quality care for children and families. Programs have written policies and procedures for operating; written personnel policies; benefits packages for full-time staff; good record-keeping systems; policies defining board of directors' responsibilities (when applicable); fiscal records that demonstrate long-range budgeting and sound financial planning; and liability insurance and accident protection for all staff and children.

Staff and administrators conduct an annual assessment of program strengths and areas that need improvement and use this information to set program goals. The program makes appropriate use of community resources such as social service and mental health agencies and educational programs. Staff and administrators have regular meetings, and staff members have time and space away from children during the day to plan. All information about children and families is kept confidential.

F. Staffing: Staff-child ratios and group size are important predictors of quality. Programs with well-organized staffing patterns—small group sizes and large numbers of staff to allow for individualized care—are more likely to provide positive adult-child interaction.

NAEYC's recommended staff-child ratios and group sizes are:

Age of Children	Group Size	Ratio
Infants (birth to 12 months)	6 8	1:3 1:4
Toddlers (12 to 24 months)	6 8 10 12	1:3 1:4 1:5 1:4
2-year-olds (24 to 30 months)	8 10 12	1:4 1:5 1:6
2 1/2 to 3-year-olds (30 to 36 months)	10 12 14	1:5 1:6 1:7

G. Physical Environment: Programs offer children opportunities for exploration and learning in both indoor and outdoor environments that are safe, clean, attractive, and spacious. Programs maintain a minimum of 35 square feet of usable indoor play space per child and a minimum of 75 square feet of outdoor play space per child, although 50 square feet per child indoors and

100 square feet outdoors are preferred. Space is designed so children may move freely from one area to another and includes areas for privacy and solitude.

Ample carpeted and hard surface crawling space with sturdy furniture for infants and toddlers to pull themselves up is available. Space arrangement for older toddlers promotes individual and small-group activities, including block building, sociodramatic play, art, music, science, math, manipulatives, sand and water play, and quiet book reading. Materials are age-appropriate and in sufficient quantity and arranged in such a way that promotes independent use. Individual space is allocated for each child's personal belongings.

H. Health and Safety: Programs take measures to prevent illness and accidents, are prepared to deal with emergencies should they occur, and educate children and families concerning safe and healthy practices. Refer to *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs* for detailed criteria to ensure quality health and safety practices.

I. Nutrition and Food Service: Programs meet the nutritional needs of children to promote physical, social, emotional, and cognitive development. Programs follow nutritional requirements of the Child Care Food Program of the United States Department of Agriculture. Programs that prepare food on the premises comply with legal requirements. Food brought from home is stored properly until served, and parents are educated about appropriate and well-balanced meals.

Parents receive menu information as well as information about feeding times daily, including what and how much children have eaten. Mealtimes are pleasant and adults interact with children and model good nutrition habits. Infants are held during bottle-feeding and spoon-feeding to promote social interaction and warm human contact.

J. Evaluation: Programs conduct ongoing and systematic evaluation to continue to improve and maintain the quality of their services. At least once a year, parents, staff, and other professionals evaluate the program's effectiveness. Annually, staff meet individually with and are evaluated by the director (or other appropriate individual), who provides written confidential feedback. In addition, staff have the opportunity to evaluate their own performance.

Each child's progress is documented, compiled, and used to plan appropriate learning experiences and activities. This information is shared with parents.

Accreditation Process

The accreditation process has three steps: self-study, on-site validation, and Commission decision. During self-study, the teachers, directors, and parents at a program work together to complete forms that enable them to evaluate their program and identify areas where the program does not meet the criteria. The self-study is a powerful motivator in getting everyone to work together to enhance program quality and address areas that need strengthening. When the program is ready, the program director schedules the site visit by a trained validator. The validator works with the director to verify the accuracy of the self-study. The last step involves a review of the validated self-assessment by the Commission. Accreditation is granted for three years or is deferred until the areas recommended for improvement are addressed.

As of June 1998, over 6,000 programs in all 50 states, the District of Columbia, and the territories have achieved NAEYC accreditation, and approximately 11,900 are now involved in the self-study process. To promote high–quality child care, some states now offer higher reimbursement rates to acknowledge and reward programs that are accredited.

Family Child Care Accreditation

The National Association for Family Child Care (NAFCC) is the national voice for family child care providers. A membership organization, it advocates for the profession, conducts national conferences, and publishes a quarterly newsletter.

In 1994, NAFCC initiated a major effort to develop a new accreditation system for providers. It asked the Family Child Care Project at Wheelock College to assume a leading role in developing criteria based on the unique nature of family child care. Through a two-year process involving hundreds of providers, parents, agency resource and referral staff, and other early childhood experts, NAFCC and the Project defined quality in family child care and designed a new accreditation process. *The Quality Standards for NAFCC Accreditation* now forms the backbone of accreditation.

The standards address six areas:

Relationships: Providers set the emotional climate of a program, and the quality of the relationships they establish with children and their families are the foundation for everything that happens in a program. Under "Relationships" are the following categories: The Provider with Children; The Provider with Parents and Families; Communication and Involvement; Other Relationships (The Provider's Family, All the Families Together, and The Provider and the Community).

Environment: The home should be a welcoming and comfortable place with enough materials and equipment to engage children's interest in a variety of ways and support activities that promote development across all domains. Categories in this area are The Home, Equipment, and Materials.

Activities: Young children learn through play, which helps them develop skills and gain a growing understanding of their world. Two categories are specified: Child-Directed Activities and Provider's Activities (Schedules and Routines, Positive Discipline, and Television and Computers).

Developmental Learning Goals: The early years are when children learn to get along with others and feel secure in their own identity. Developmental Learning Goals include Social

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Kathy Modigliani and Juliet Bromer, *Provider's Self-Study Workbook: The Quality Standards for NAFCC Accreditation*, Pilot Study Draft. Boston: Wheelock College Family Child Care Project, 1997.

and Self Development (Empathy, Belonging to a Group, Anti-Bias Learning, Self-Esteem, and Self-Awareness); Physical Development; Cognition and Language (Cognitive Development, Language and Communication, Literacy, and Math and Science); and Creative Development (Art, Music, Movement, and Dramatic Play).

Safety and Health: Basic to any program is ensuring children's health and safety, which includes preparation for emergencies. The categories are Safety (Emergency Preparation, Fire Prevention, Injury Prevention, and Special Precautions for Babies and Toddlers); and Health (Nutrition and Food Preparation, Meals and Snacks, and Minimizing Disease).

Professional and Business Practices: Providers are both business owners and professionals who must abide by legal requirements and make effective use of community resources. The following categories are covered: Ethics and Legality; Professional Activities (Continuing Education and Support, Resource and Referral, Business Contracts and Policies, and Record Keeping); and Assistants and Substitutes.

Accreditation for family child care providers begins with a provider conducting a self-study using a workbook based on the *Quality Standards*. Providers must be at least 21 years old, have a high school diploma or General Equivalency Diploma (GED), and have a minimum of 45 hours of documented training. Once a provider is ready to be assessed, NAFCC arranges for a validation visit. Prior to the visit, the provider completes a Self Observation. The validator gathers data on how the program does or does not meet the standards from several sources—an observation, a provider-validator interview, and a parent survey—to make the process as objective as possible. The information is scored at NAFCC's national office. To receive NAFCC accreditation, a provider must meet all the standards designated as required and 90 percent of the remaining ones. Accreditation is valid for three years.

Standards for Head Start Programs

Head Start is a national, federally funded, comprehensive child development program founded in 1965 for low-income preschool children and their families. Head Start programs offer comprehensive services, including high-quality early childhood education, nutrition, health, and social services, along with strong family involvement. Since 1965, Head Start has served over 15.3 million children and families.

The 1994 Head Start Reauthorization established a new program, Early Head Start, for low-income pregnant women and families with infants and toddlers. Early Head Start programs provide early, continuous, intensive, and comprehensive child development and family support services to low-income families with children under the age of three.

The design of this new initiative, and the eventual revision of the Head Start Program Performance Standards, were heavily influenced by the *Creating A 21st Century Head Start* report prepared by the Advisory Committee on Head Start Quality and Expansion, issued in December 1993. Following release of that report, an Advisory Committee on Services for Families with Infants and Toddlers was formed by the United States Department of Health and Human Services (US DHHS) to recommend guidelines for the design of Early Head Start

The *Statement of the Advisory Committee on Services for Families with Infants and Toddlers*, published in November 1994, sets forth a vision and goals for Early Head Start based on the decades of research and experience that identify the period from birth to age three as critical to healthy growth and development and later success in school and life. The Advisory Committee recommended a family-centered, community-based program with the following principles as its foundation: high quality, prevention and promotion, positive relationships and continuity, parent involvement, inclusion, culture, comprehensiveness, flexibility, responsiveness, intensity, transition, and collaboration. Based on expert guidance, the committee recommended that Early Head Start focus on the four cornerstones of quality programs: child development, family development, community building, and staff development.

In November 1996, the US DHHS issued revised Head Start Program Performance Standards for Early Head Start and Head Start programs nationwide, based on the program principles and four cornerstones developed by both Advisory Committees. The standards are designed to reinforce and respond to the unique strengths and needs of each child and family. A program must implement the standards to operate as a Head Start program.

The Head Start Program Performance Standards, which are organized around three service areas—Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management—are quite extensive and cannot be addressed in their entirety in this document, but select ones that are supported by use of *The Creative Curriculum for Infants & Toddlers* are summarized below.[6] Programs that implement these standards can successfully provide a quality program to children and families in their community. Programs effectively implementing *The Creative Curriculum* will find that it helps them to meet the intent of many of the Head Start requirements as described below.

General (Subpart A)[7]

Definitions (1304.3 [a] [5])

"Curriculum means a written plan that includes:

- The goals for children's development and learning;
- The experiences through which they will achieve these goals;
- What staff and parents do to help children achieve these goals; and
- The materials needed to support the implementation of the curriculum.

The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn."

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[6] The standards referred to here are summarized in Subparts B, C, and D below. A copy of the Head Start Program Performance Standards and other written materials can be obtained from: HSPMC, P.O. Box 26417, Alexandria, VA 22313-0417, fax (703) 683-5769 or e-mail hspmc06@idt.net. If you have questions, you may also call (202) 737-1030.

[7] Subpart A is taken from Rules and Regulations, *Federal Register*, Vol. 61, No. 215, November 5, 1996, p. 57211.

Early Childhood Development and Health Services (Subpart B)[8]

Child Development and Education: Approach for all Children: (Section 1304.21 [a])

The approach:

- Is developmentally and linguistically appropriate
- Recognizes unique characteristics of each child
- Is inclusive of children with disabilities
- Balances child-initiated and adult-directed activities
- Allows independent toileting when developmentally appropriate and supported by parents

Parents:

- Are involved in the development of the program's curriculum and approach to child development and education
- Participate in conferences and home visits to discuss progress
- Have an opportunity to increase their observation skills and share assessments with staff

The child's:

- Social and emotional growth and development is supported
- Cognitive and linguistic skills are supported
- Physical development is supported

Child Development and Education: Approach for Infants and Toddlers (Section 1304.21 [b])

Services:

- Encourage the development of secure relationships
- Involve a limited number of teachers over an extended period of time
- Encourage trust and emotional security
- Provide opportunities to explore a variety of sensory and motor experiences

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[8] This section summarizes relevant standards listed in Subpart B of Rules and Regulations, *Federal Register*, Vol 61, No. 215, November 5, 1996, pp. 57212-57216.

Programs:

- Secure staff who demonstrate an understanding of the child's culture and, whenever possible, speak the child's language
- Support social and emotional development by promoting an environment that encourages self-awareness and autonomy and provides daily opportunities for children to interact with each other and express themselves freely
- Promote physical development of infants and toddlers (gross and fine motor)

Child Health Services (Section 1304.20)

Programs in partnership with parents provide:

- Developmental screening that incorporates multiple sources of information
- An ongoing approach to monitor and assess developmental progress
- Individualized services coordinated with Part C, when appropriate
- Mental Health services, if appropriate

Child Heath and Safety (Section 1304.22) *and Nutrition* (Section 1304.23)

Programs:

- Establish procedures for planning for and responding to emergencies
- Establish methods for handling cases of suspected child abuse
- Work with families to identify each child's nutritional needs and family eating preferences
- Respond to individual feeding schedules and needs of infants and toddlers

Family and Community Partnerships (Subpart C)[9]

Family Partnerships (Section 1304.40)

Programs:

- Meet with families on an ongoing basis
- Interact in ways that are respectful of families' diversity, culture, and ethnic backgrounds
- Include parents in the development of curriculum and approach to child development and education

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[9] This section summarizes relevant standards listed in Subpart C of Rules and Regulations. *Federal Register* Vol. 61, No. 215, November 5, 1996, pp. 57216-57219.

Community Partnerships (Section 1304.41)

Programs:

- Take an active role in community planning to best support children and families
- Involve families in the community planning process

Program Design and Management (Subpart D)[10]

Management Systems and Procedures (Section 1304.51)

Programs:

- Maintain effective two-way communication between staff and families on a regular basis
- Maintain efficient record-keeping systems that provide confidential information about children and families that is both accurate and timely

Human Resource Management (Section 1304.52)

Teachers:

- Receive training and experiences that include theories and principles of child growth and development, early childhood education, and family support
- Maintain a CDA or an equivalent credential within one year of hire
- Are responsible for no more than four infants or toddlers in a group, with a group consisting of no more than eight children

Facilities, Materials, and Equipment (Section 1304.53)

Programs:

- Provide a physical environment conducive to learning and supportive of the different stages of development of each child
- Provide sufficient age-appropriate equipment, furniture, materials, and toys to facilitate interactions and meet the needs of both children and adults

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[10] This section summarizes relevant standards listed in Subpart D of Rules and Regulations. *Federal Register*, Vol. 61, No. 215, November 5, 1996, pp. 57210-57225.

Part One

II

How *The Creative Curriculum®* Promotes Professional Development

The standards that define a quality program give supervisors, trainers, and course instructors specific goals to target. Because a program is only as good as its staff, a critical aspect of your role is to promote the professional development of all caregivers/teachers, whether they are staff members in a center-based program, family child care providers, or students in a course you teach. *The Creative Curriculum* can be your blueprint for a staff development plan that allows each person to grow professionally and personally.

Just as a curriculum for young children is not simply a collection of activities, a series of workshops alone does not lead to professional growth. The *Curriculum* framework graphically illustrates how all of the pieces fit together into one cohesive plan for the program. *The Creative Curriculum* includes goals and objectives for caregivers/teachers, and a Self-Assessment form based on those goals and objectives. The self-assessment provides a structure for involving caregivers/teachers in planning for and tracking their own professional development. An integral part of the package is *A Journal for Using The Creative Curriculum for Infants & Toddlers*. The *Journal* encourages caregivers/teachers to reflect on what they individually bring to their work with children and families, and provides a structure for applying the *Curriculum* to their everyday work.

In this chapter we discuss how to use *The Creative Curriculum* for planning staff development. We address the importance of the learning environment, the need for a variety of approaches, and ways to ensure that all training counts. In the next chapter we discuss how you can individualize staff development for each caregiver/teacher.

Creating a Learning Environment

One of the biggest mistakes in planning staff development is to rush in and begin training without taking time to set the stage. No matter how engaging the content and approach, if you haven't created a good environment for staff development your best efforts will fail. Just as a seed grows best in fertile soil, the training and support you offer to caregivers/teachers will be more likely to take hold and flourish if you create a fertile environment. A good learning environment is one in which everyone involved feels that he or she has a valuable contribution to make and is invested in the program's success. Opportunities are provided for each person to continually grow both personally and professionally, and it is a safe place to ask questions and to say, "I don't understand." Here are some suggestions for creating this type of environment.

Build Relationships

Relationships are the focus of curriculum for infants and toddlers, and an equally important factor in working with caregivers/teachers. Learning takes place in the context of relationships, it is through relationships with others that we learn how to do our job.

How you relate to caregivers/teachers conveys your message more powerfully than anything you say. Ask yourself, "How do I want caregivers/teachers to relate to children and families?" Think about the most essential elements of the relationships you want to see—building trust, being a good observer and listener, treating others with respect, addressing fears, promoting competence. If you model these behaviors in your work with caregivers/teachers, you will be more likely to see them demonstrate the same behaviors in their work with children and families. Seek to find out what people are feeling and be a good listener. When people feel understood, they can hear what you have to say.

Infant and toddler care is an intensely emotional job. The experiences, cultural beliefs and practices, and values that caregivers/teachers bring to their work influence their interactions with children and families. Often caregivers/teachers are not aware of how their own experiences affect their interactions and practices. If you take time to create a setting where each person feels safe to share ideas without being judged, you will promote the self-awareness that is so essential for professional growth. The *Journal* is one very effective tool to encourage caregivers/teachers to think about and share their own beliefs and ideas.

Generate a Shared Vision

Programs benefit from having a clear vision of what they are striving to accomplish. A vision reflects your hopes and dreams for children, families, and staff. It defines the program's purpose: why the program exists, what it should look like, and how you will measure your success.

A vision needs to be meaningful to those who work every day to make it a reality. If you can involve staff (and families) in creating a vision for the program, you will find that they appreciate the importance of their work and have more of a commitment to making it a quality program. A vision can be helpful in making decisions, including ones related to priorities for staff development, by allowing you to answer the question, "Does this help us achieve our vision?"

Convey Clear Expectations

Staff members need to know what is expected of them. They want to understand what the job involves, what must happen every day in their work with children and families (e.g., caring and respectful interactions, ensuring children's safety and health), and what is unacceptable and will not be tolerated (e.g., physically punishing a child, failing to respond to children's needs, speaking disrespectfully to a family member).

The goals and objectives for caregivers/teachers in *The Creative Curriculum* can be used to develop job descriptions for staff and providers. The Self-Assessment form is based on these goals and objectives and includes specific examples of what each objective entails, thus providing a clear picture of what is expected. You can use these tools to clarify the expectations you have for the caregivers/teachers you supervise.

Involve Staff in Planning

Adults, like children, respond more positively if they have choices. Think about ways you can involve the caregivers/teachers you work with in determining the topics that are of most interest to them and how they learn best. The degree to which you can do this will depend on a number of factors.

If you are teaching a course using the *Curriculum* as a text, or conducting a series of workshops, you may have a sequence of topics in mind that you want to cover. While this limits how much you can involve caregivers/teachers in the planning process, you can share your plan and your rationale, in the form of a syllabus or written overview, so participants in the training know what to expect and when. Use *The Creative Curriculum* framework to illustrate how each of the topics is related to the others.

The most effective staff development is individualized, designed with each staff member to address her/his specific needs and interests. In the next chapter we describe ways to use the self-assessment and the *Journal* to involve each person in decisions about priorities for professional development.

Encourage Sharing and Teamwork

Caring for infants and toddlers and working with families can be demanding and stressful work. Caregivers/teachers need to know they are not in this alone; that there are colleagues and a supervisor who understand the demands of their work and are willing to share the load as well as the joys.

If you are a director of a program or coordinator for a group of providers, find times when you can bring people together to talk about their work, share concerns and challenges, and problem solve together. Encourage caregivers/teachers to talk about what is happening in their group of children and what they are feeling. Once people know it is safe to be open and honest, they will be more likely to share what is on their minds.

Offering a Variety of Approaches

Just as curriculum is based on what is developmentally as well as individually appropriate, effective staff development is based on these same sources of information: what you know about how adults learn, and what you discover about each individual's preferred learning styles and specific needs.

Consider How Adults Learn

Much has been written on adult learning and there are many good resources you can consult. Here we will summarize a few important ideas to keep in mind.

Adults bring a great deal of experience and knowledge to their job and to the learning process. Training is more meaningful if it builds on the life experiences of each person. The questions in the *Journal* encourage caregivers/teachers to think about their own experiences and use the insights they gain in their work with children and families. Meaningful learning occurs when people can make connections between what they know and what they are learning.

Adults need time to assimilate new ideas and information. Workshops spaced over time are more effective than intensive training crammed into a few days. People need time to think about what they learned, try out new ideas, and come back to talk about their experiences and what they observed.

Adults are often weary about taking risks. When you ask someone to try something new or different, you may make them feel incompetent. It is safer and more comfortable to keep doing things the same old way. People are more willing to change if they see a reason to try a new approach and if they know that experimentation is encouraged and not punished. Make it safe for people to take a risk by demonstrating that mistakes are part of the process of learning and we can all learn from them.

Consider Individual Preferences

Everyone learns differently. Therefore, the more options you provide for caregivers/teachers to learn about the *Curriculum* and acquire new skills, the more likely each person will benefit from the experience. Here are several suggestions:

Workshops on-site or as part of a college course or CDA program are an excellent way to convey information to a group of people and build a sense of teamwork. The workshops that form Part Two of this *Trainer's Guide* offer a wealth of ideas for exploring all of the topics in *The Creative Curriculum*. You can pick and choose those that are relevant to your group, considering such factors as the time available for training and what you know about those who will participate in your training. The *Curriculum* framework provides a concrete picture of how each of the topics is related to the others. You might consider posting the framework in the room so you can keep the big picture in everyone's mind as you go through each of the workshops.

On-the-job support includes supervision, coaching, and mentoring. This is probably the most effective way to promote professional development. By visiting the rooms and homes of the caregivers/teachers you supervise and train, you can see exactly what is happening and provide very specific guidance and support.

Reviewing resources is another way many adults like to acquire new information. In addition to the *Curriculum* itself, there are other excellent resources on caring for infants and toddlers and working with families. You will find annotated lists in Appendix F in *The Creative Curriculum* and at the end of this *Trainer's Guide*.

Ongoing reflection and sharing are among the most valued but often neglected opportunities for professional development. Adults who work with infants and toddlers spend a good part of their day trying to interpret what a child is communicating, usually nonverbally. This is demanding and sometimes frustrating work. For caregivers/teachers, the opportunity to talk with colleagues is especially welcome. The suggestions in the next chapter for using the *Journal* as a focus for ongoing reflection and sharing may be helpful.

Making Training Count

People who work with infants and toddlers enter the field with a variety of backgrounds and experience. Many do not have a degree or recognized credential in child development or early childhood education. Others may have an undergraduate or graduate degree but in a field unrelated to work with infants and toddlers. Whether a caregiver/teacher is working toward a college or graduate degree, or beginning the career ladder by working toward a CDA Credential, the training content and time must be documented so that it counts.

Almost every state is currently developing or has in place a statewide career development system. There is a growing consensus on the knowledge and skills that form the core curriculum of our profession, and on the importance of establishing an organized system for training that leads to a certificate or credit toward a degree and, ultimately, in improved compensation and benefits for staff.

In developing a training approval system, many states have relied on a set of principles of effective professional development. As defined by NAEYC [1], effective professional development experiences:

- are part of an ongoing process allowing staff to continually incorporate and apply new knowledge and skills related to working with children and families;
- are grounded in a sound theoretical and philosophical base and structured as a coherent and systematic program;
- are responsive to an individual's background, experiences, and current role;
- allow staff to see clear linkages between theory and practice;
- use interactive, hands-on approaches that encourage staff to learn from one another;
- contribute to positive self-esteem by acknowledging the skills and resources staff bring to the training process;

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[1] NAEYC Position Statement: A Conceptual Framework for Early Childhood Professional Development," *Young Children*. (Washington, DC: National Association for the Education of Young Children, November, 1994.

- provide opportunities for application and reflection and allow staff to be observed and receive feedback about what they have learned; and
- encourage staff to take responsibility for planning their own professional development program.

These principles are reflected in the approaches to staff development that you will find in this *Trainer's Guide*. The content for workshops and ongoing staff development is based on *The Creative Curriculum*. It addresses the core curriculum and is consistent with the CDA Competencies. Obtaining a CDA is the first big step in professional development.

The CDA Credential: A First Step

The Council for Early Childhood Professional Recognition has established policies and set standards for the Child Development Associate (CDA) National Credentialing Program. The program is a major effort to provide early childhood educators with a credential based on demonstrated competency. Begun in 1971, its goal is to strengthen early childhood education by improving, evaluating, and recognizing the competence of individuals who work with children from birth to age five in center-based and family child care settings.

The program awards a CDA Credential to teachers and family child care providers who demonstrate competence in caring for young children and working with families. As of 1998, nearly 100,000 early care and education workers had received a CDA credential.

There are two routes to obtaining a CDA Credential: Direct Assessment and the Professional Preparation Program.[1] To apply through Direct Assessment, a candidate must have completed 120 contact hours of documented training, with no less than ten hours in each of the eight subject areas defined by the profession. Formal training must cover the specific subject areas outlined by the Council and can be provided by training specialists, Head Start or child care agencies, colleges, vocational/technical schools, or resource and referral agencies. The workshops in this *Trainer's Guide* more than meet the requirement.

Caregivers/teachers applying for the credential are responsible for developing a Professional Resource File, which is a collection of documents to use in working with children and families. The *Journal* entries are an excellent source of data to include in the Resource File.

Under the second route to obtaining a CDA credential, the Council will arrange for caregivers/teachers to enter a college-level Professional Preparation Program that offers training and assessment using the Council's curriculum, *Essentials*. There are three phases in the CDA Professional Preparation Program: field work, instructional course work, and evaluation.

The following chart provides an overview of the CDA Competency Standards and each of the 13 Functional Areas that make up the Standards. It shows how *The Creative Curriculum for Infants & Toddlers* addresses the core knowledge and skills required for a CDA credential. These competencies are the standards of the profession for anyone working with infants and toddlers.

[1] To learn more about the process for obtaining a CDA credential, contact the Council for Early Childhood Professional Recognition at (800) 424-4310.

How *The Creative Curriculum*® *for Infants & Toddlers* Addresses the CDA Competency Goals and Functional Areas

I. To Establish and Maintain a Safe, Healthy Learning Environment

CDA Competencies*	Examples from *The Creative Curriculum*®
1. Safe: Providing safe indoor and outdoor environments; responding to accidents and emergencies; helping infants and toddlers begin to develop safe habits.	Chapter 8. **Ensuring Children's Safety** discusses the importance of carrying out safety procedures that meet the changing developmental needs of children; preventing accidents; planning for and responding to emergencies; helping children become aware of safety; and balancing concerns for children's safety with their need to explore and take risks.
	Chapter 23. **Going Outdoors** includes the many factors to consider to keep children safe outdoors.
	Appendix C. **Safety Checklist** identifies potential problems, describes safety measures to prevent accidents, and assists in ongoing monitoring.
2. Healthy: Providing healthy indoor and outdoor environments; helping infants and toddlers develop good health habits; recognizing and reporting child abuse and neglect.	Chapter 9. **Promoting Children's Health** discusses how to meet children's health requirements from birth through age three; prevent health problems; recognize child abuse and neglect; respond to sick children; help children develop good nutrition and other health habits; and use partnerships to promote children's health.
	Chapter 23. **Going Outdoors** includes the many factors to consider to keep children safe outdoors.
	Appendix C. **Health Checklist** identifies potential problems, describes safety measures to prevent accidents, lists good health practices and areas of concern.
	Appendix D. **Immunization Schedule** is provided using guidelines from the American Academy of Pediatrics and the American Academy of Family Physicians.
3. Learning Environment: Organizing indoor and outdoor areas that encourage play and exploration; selecting and arranging appropriate materials and equipment that foster growth and learning; planning and implementing a schedule and routines that respond to the needs of children under three.	Chapter 2. **Knowing Infants and Toddlers** describes a good learning environment for infants and toddlers that responds to children's needs based on their stage of development. This chapter explains the stages of growth and development during the first three years of life and how children are unique in terms of temperament, culture, and special needs.
	Chapter 7. **Creating a Welcoming Environment** provides concrete ideas on how to create a warm, comfortable environment that responds to the needs of infants and toddlers and allows for exploration. It describes appropriate indoor and outdoor play areas and how to select and organize materials.

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CDA Competencies*	Examples from *The Creative Curriculum*®
3. Learning Environment (continued)	Part III. **Putting Quality Into Action: Routines Day By Day** (chapters 11–15) discusses the importance of planning and implementing routines as the focus for learning for infants and toddlers. Five routines are addressed: Hellos and Good-byes, Diapering and Toileting, Eating and Mealtimes, Seeping and Naptime, and Getting Dressed. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) highlights that as children grow and expand their interests and gain greater abilities to interact with their environment, activities become increasingly important as the focus for developing new concepts and skills. Eight activities are discussed: Playing with Toys, Dabbling in Art, Imitating and Pretending, Enjoying Stories and Books, Tasting and Preparing Food, Exploring Sand and Water, Having Fun with Music and Movement, and Going Outdoors.

II. To Advance Physical and Intellectual Competence

4. Physical: Reinforcing and encouraging physical development; providing equipment and opportunities for gross and fine motor development.	Chapter 2. **Knowing Infants and Toddlers** discusses the fine and gross motor development of infants and toddlers and describes the stages of growth and development during the first three years of life. Chapter 7. **Creating a Welcoming Environment** describes how to create an environment that enhances the fine and gross motor development of infants and toddlers Part III. **Putting Quality Into Action: Routines Day By Day** (chapters 11–15) discusses the importance of planning and implementing routines as the focus for learning for infants and toddlers. Encourages the development of fine and gross motor skills during the five daily routines. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) highlights that as children grow and expand their interests and gain greater abilities to interact with their environment, activities become increasingly important as the focus for developing new concepts and skills. Encourages the development of fine and gross motor skills as part of the eight activities.

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*Based on guidelines from the Council for Early Childhood Professional Recognition, Washington, DC.

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CDA Competencies*	Examples from *The Creative Curriculum*®
5. Cognitive: Providing opportunities for infants and toddlers to use all their senses to explore their environment; interacting with infants and toddlers in ways that help them develop confidence and curiosity; providing opportunities for infants and toddlers to develop new concepts and skills.	Chapter 2. **Knowing Infants and Toddlers** describes the stages of growth and development during the first three years of life and explains how children are unique in terms of temperament, culture, and special needs. Part III. **Putting Quality Into Action: Routines Day By Day** (chapters 11–15) discusses the importance of planning and implementing routines as the focus for learning for infants and toddlers. How and what children can learn during five routines is presented. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) highlights that as children grow and expand their interests and gain greater abilities to interact with their environment, activities become increasingly important as the focus for developing new concepts and skills. Eight activities are discussed.
6. Communication: Interacting with infants and toddlers in ways that encourage them to communicate their thoughts and feelings; providing materials and activities that promote communication skills; helping infants and toddlers develop new concepts and skills.	Chapter 2. **Knowing Infants and Toddlers** describes the stages of growth and development during the first three years of life and explains how children are unique in terms of temperament, culture, and special needs. It includes suggestions on how to interact with infants and toddlers in ways that encourage them to communicate their thoughts and feelings. Part III. **Putting Quality Into Action: Routines Day By Day** (chapters 11–15) discusses the importance of planning and implementing routines as the focus for learning for infants and toddlers. It includes suggestions on how to interact with infants and toddlers in ways that encourage them to communicate their thoughts and feelings throughout daily routines. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) provides ideas for materials and activities that promote communication skills in eight activities.

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*Based on guidelines from the Council for Early Childhood Professional Recognition, Washington, DC

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CDA Competencies*	Examples from *The Creative Curriculum*®
7. Creative: Arranging the learning environment to support creativity; offering a variety of activities and experiences to promote creativity; interacting with infants and toddlers in ways that encourage creative expression.	Chapter 2. **Knowing Infants and Toddlers** describes the stages of growth and development during the three years of life and explains how children are unique in terms of temperament, culture, and special needs. Chapter 7. **Creating a Welcoming Environment** provides concrete ideas on how to create a warm, comfortable environment that responds to the needs of infants and toddlers and allows for explorations. It describes appropriate indoor and outdoor play areas, how to select and organize materials, and how the environment and materials can promote creativity. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) highlights that as children grow and expand their interests and gain greater abilities to interact with their environment, activities become increasingly important as the focus for encouraging creativity as new concepts and skills are developed. Eight activities are discussed.

III. To Support Social and Emotional Development and Provide Positive Social Guidance

8. Self: Developing a trusting and supporting relationship with each child; helping infants and toddlers understand and accept and appreciate themselves and others; providing infants and toddlers with opportunities to feel successful and competent.	Chapter 1. **Building Relationships** discusses the importance of building trusting and supportive relationships with children and families. Practical suggestions for building responsive relationships with infants and toddlers to help shape their sense of self and promote autonomy are provided. Chapter 2. **Knowing Infants and Toddlers** describes how children build a sense of self–starting in infancy. The stages of growth and development during the first three years of life are explained, and the importance of providing infants and toddlers with opportunities to feel successful and confident are explored.
9. Social: Helping infants and toddlers learn to get along with others; helping infants and toddlers understand and express their feelings and respect those of others; providing an environment and experiences that support social development.	Chapter 2. **Knowing Infants and Toddlers** describes the stages of growth and development during the three years of life and explains that a child's social development begins at birth. Chapter 10. **Guiding Children's Behavior** focuses on helping children develop inner control and positive social skills.

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The Creative Curriculum® for Infants & Toddlers

CDA Competencies*	Examples from *The Creative Curriculum®*
9. Social (continued)	Part III. **Putting Quality Into Action: Routines Day By Day** (chapters 11–15) discusses the importance of planning and implementing routines as the focus for learning for infants and toddlers. Infants learn about how to relate to others through daily interactions and routines with families and teachers. Five routines are addressed. Part IV. **Putting Quality Into Action: Activities Day By Day** (chapters 16–23) provides suggestions for experiences that support social development in eight activities.
10. Guidance: Providing an environment that encourages self-discipline; using positive methods to guide each child's behavior; helping infants and toddlers understand and express their feelings in acceptable ways.	Chapter 2. **Knowing Infants and Toddlers** describes the stages of growth and development during the first three years of life and explains how children are unique in terms of temperament, culture, and special needs. It describes the importance of understanding each child and his or her development in order to have realistic expectations for each child's behavior. Chapter 7. **Creating a Welcoming Environment** provides concrete ideas on how to create a warm, comfortable environment that responds to the needs of infants and toddlers and promotes self-discipline through appropriate expectations. Chapter 10. **Guiding Children's Behavior** focuses on helping children develop inner control and positive social skills. Included are suggestions for helping children relate to others, taking a positive approach to guiding behavior, and responding to challenging behaviors such as temper tantrums and biting.

IV. To Establish Positive and Productive Relationships with Families

11. Families: Communicating with family members often to exchange information about the child at home and at the center; providing a variety of ways for family members to participate in the child's life at the center; providing support to families.	Chapter 1: **Building Relationships** discusses the importance of building trusting and supportive relationships with children and families. Practical suggestions for sharing information and resolving differences are provided. Chapter 3. **Knowing Families** describes strategies for communicating with parents and stresses the importance of understanding and respecting cultural differences. Chapter 7. **Creating a Welcoming Environment** describes the importance of creating an environment that makes families feel valued. Suggestions for including children's families and cultures are provided.

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CDA Competencies*	Examples from *The Creative Curriculum*®
11. Families (continued)	Chapters 7–23. **Sample letters to families** at the end of each chapter are provided. Appendix B. **Goals for Working with Families** is a form to help document work with each family and to evaluate progress.

V. To Ensure a Well-Run, Purposeful Program Responsive to Participant Needs

12. Program Management: Observing and recording information about each child's growth and development; working as a member of a team to plan an individualized program; following administrative policies and procedures.	Chapter 5. **Planning and Evaluating Your Program** outlines the *Curriculum's* goals for children and for working with families. It describes a process for developing short- and long-term plans for evaluating the program. Chapter 6. **Individualizing for Children and Families** describes how to use observation to set specific goals for individual children and for working with families. It offers strategies for observing and using information to tailor the program for each child and family. Appendix B. **Individualizing Goals and Objectives forms, Planning Form for Individualizing, Weekly Planning Form,** and **Goals for Working with Families** all provide tools to help plan the program and individualize for children and families.

VI. To Maintain a Commitment to Professionalism

13. Professionalism: Continually assessing one's own performance; continuing to learn about caring for children; applying professional ethics at all times.	Part I. **Why a Curriculum for Infants and Toddlers?** describes the important role of caregivers/teachers and provides goals and objectives for their work. Appendix A. **Self-Assessment for Caregivers/Teachers** form is provided to track professional development, identify strengths as well as areas to work on.

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Part One

III

How to Use *The Creative Curriculum®* to Individualize Staff Development

An appropriate curriculum for infants and toddlers and effective staff development have two things in common: they are individualized and relationship-based. The challenge for staff developers is to help caregivers/teachers grow in their understanding of curriculum as a framework for decision making without overwhelming them. One strategy is to help adults assess their current level of knowledge. Another is to encourage adults to keep a personal journal that chronicles their work with children and families.

Using the Self-Assessment and Observation Forms

The Creative Curriculum for Infants & Toddlers states that curriculum planning should begin with knowing children—how they grow and develop, what makes them unique, and the cultural context or family environment in which they develop. Similarly, planning for staff development should begin with knowing your staff—where they are in their individual stages of professional development, what makes them unique, their beliefs and values, and their strengths and areas to be developed.

The Self-Assessment

The Self-Assessment form included in both *The Creative Curriculum* and *A Journal for Using The Creative Curriculum for Infants & Toddlers* helps you individualize your work with caregivers/teachers.

Some caregivers/teachers may use the Self-Assessment independently. Others may require your guidance in a collaborative effort. In both instances, however, the caregiver/teacher plays an active role in determining his or her own training needs and professional development plan. You, as staff developer, offer support, resources, ideas, and guidance.

Here are some ideas for using the Self-Assessment to individualize staff development:

- Have caregivers/teachers complete the Self-Assessment on pp. 10–15 of the *Journal* and answer the follow-up questions on pp. 16 and 17. Remind them that the Self-Assessment will help them "know themselves," and that the more honest they are in completing the form, the more easily you will both be able to pinpoint training suitable to their individual interests, values, strengths, and needs.
- Schedule a conference with each caregiver/teacher to develop an individualized professional development plan based on the Self-Assessment. Ask the caregiver/teacher

to select three areas in which he or she feels least skilled. Develop a goal and an action plan for each area. Focus on sections of *The Creative Curriculum* as part of the professional development plan. Caregivers/teachers might also read an article or book, view videos, attend workshops, take a class, or observe and talk with colleagues. The form found at the end of this chapter can be used to develop the professional development plan.

- Use the two follow-up questions on p. 17 of the *Journal* as the basis for the conference and professional development plan described above. Once again, both questions put the caregiver/teacher in the driver's seat for changes and skill development.
- Use the Self-Assessment as part of a buddy system or mentoring program. Have caregivers/teachers complete the Self-Assessment in pairs, assessing both themselves and their partner. Build in observation time in each other's classrooms. Encourage partners to talk honestly and openly with each other. By providing encouraging words and positive feedback, caregivers/teachers can help each other identify the areas in which they would like to work.
- The Self-Assessment form can also be used as the basis for thoughtful group discussions. Ask staff to give additional examples for each goal on pp. 321–326 in *The Creative Curriculum*.
- Use the Self-Assessment as a tool for targeting ongoing professional development. Encourage caregivers/teachers to visit and revisit the assessment each time they reach or complete a goal and select new areas for learning. Make the professional development plan a work in progress by setting new goals, developing action plans, and measuring and celebrating growth.

The Observation/Feedback Form

In addition to the Self-Assessment form, the *Trainer's Guide* includes two other forms, which can be used together in a cycle of staff development. The first is the Observation/Feedback Form found at the end of this chapter. It is a counterpart to the Self-Assessment, providing a mechanism for a trainer, supervisor, or mentor to observe and rate caregivers/teachers using the same goals on which they rate themselves.

The assessment process is a collaborative effort. Once the caregiver/teacher has completed the Self-Assessment, it is your turn. Use the Observation/Feedback Form as you observe and rate the caregiver/teacher. In the comments section, give specific, objective, and complete examples to explain your rating. If you find there are areas where you do not have enough examples, arrange a time to visit the classroom and observe the caregiver/teacher so that you can complete the form. Then schedule a conference with the caregiver/teacher to compare your assessments. Be sure to note the strengths you observed and areas of agreement. Explore any differences in rating, remembering to listen to and understand the caregiver/teacher's ratings.

Once you have compared your assessments, it is time to develop a professional development plan using the Individual Professional Development Plan form in this chapter of the *Trainer's Guide*. The first page of the form asks for areas of strength and areas where change is desired.

The next page includes a goal and strategies for achieving that goal. Conclude your conference with the following steps:

- ❖ With the caregiver/teacher, complete the section on strengths and areas where he or she would like to make changes. Be sure to support the caregiver/teacher's own view of strengths and challenges, as well as your own assessment of what is in the best interests of the children.
- ❖ As a result of your discussion, jointly develop two to three goals the caregiver/teacher would like to work on next. Make a copy of page two of the form for each separate goal.
- ❖ For each goal, help the caregiver/teacher answer the statement at the top of page 2, "How I will get the information or develop the skills I need to enhance my strengths and to make other changes?" Jointly develop three actions the caregiver/teacher can take to reach the goal. For each, estimate how long the step will take and record a projected completion date, as well as sources of help and resources.
- ❖ As much as possible, allow caregivers/teachers to set their own goals and think of the steps they can take to reach their goals. Then they have ownership of the professional development plan and a commitment to meeting the timelines that they themselves developed.
- ❖ During the process, you serve as a caring, supportive guide, providing an outside objective perspective to complement their own internal viewpoint. Individualize your support for each caregiver/teacher depending on his or her background, years of experience, education, motivation, and personality. Some caregivers/teachers may need more assistance in defining things they can do to achieve the goal. You also are the most likely person to find yourself named in the last column of the form, as well as the most likely source of resources—videos, books, other programs to visit, workshops to attend, and the like.
- ❖ Think of the professional development plan as a moving train. Be sure to schedule time to check in with the caregiver/teacher regularly to keep up with progress, find out if things have been completed, and develop new goals and strategies.

Like children, adults learn best when they are responsible for their own learning and when it is relevant, meaningful, and exciting. This staff development cycle enables caregivers/teachers to take responsibility for their own professional development. Your role, like that of a caregiver/teacher in an infant/toddler classroom, is to serve as the hub, fostering independence while providing a safe base.

Using the *Journal*

A journal is a place for thoughtful writing done on a regular basis. It is a record of feelings and thoughts about practice and a method of capturing experience. It can be completely open-ended—a blank notebook in which people write whenever they feel inspired—or a more structured approach with specific questions for people to consider and respond to, somewhat like a workbook.

How the *Journal* Is Organized

A Journal for Using The Creative Curriculum for Infants & Toddlers is a workbook type of journal. It is designed as a tool to help caregivers/teachers use the *Curriculum* in their everyday work. It provides a structure for introducing the content and encouraging caregivers/teachers to think about the what, why, and how of their professional role.

The *Journal* takes caregivers/teachers step-by-step through each of the 23 chapters in *The Creative Curriculum for Infants & Toddlers*. Each section in the *Journal* begins with a brief summary of what is covered in the corresponding chapter of the *Curriculum*. A series of questions and activities invite caregivers/teachers to reflect on, internalize, and individualize the content presented in the *Curriculum*. For example, they are asked to:

- think about their own experiences—sometimes going back to their childhoods—in relation to the topic;
- apply what they are reading about in the *Curriculum* to their own work with infants and toddlers; and
- reflect on what they have observed and learned.

The *Journal* is written in straightforward language with minimal text and plenty of space for writing.

The Benefits of Using the *Journal*

The *Journal* can be a powerful tool to help caregivers/teachers use *The Creative Curriculum* effectively and to promote each person's professional development. Learning about and using a curriculum framework to guide decision making is in many ways a journey. Keeping a journal is one way to document the journey. If maintained over time, it becomes a record of thoughts and feelings about one's work.

For caregivers/teachers, keeping a journal encourages thinking about each child and what the child has learned. It also encourages caregivers/teachers to reflect on what is happening in their programs and their work with children and families. As a result, journal writing encourages caregivers/teachers to take time to consider ideas, try them out, observe what happens, and reflect on their observations. In so doing, they deepen their understanding and gain new insights.

For supervisors and trainers, the *Journal* can provide valuable insights into each caregiver/teacher's unique experiences and interpretation of curriculum practice. Talking with each person about journal entries and insights provides a way to strengthen the relationship between caregiver and child and therefore support the implementation of a quality curriculum for infants and toddlers.

Ways to Use the *Journal*

The *Journal* can be used as you work individually with a new caregiver/teacher or in a mentoring relationship, as the focus for discussions at staff or provider meetings, or as a means of personalizing the content of a course or a series of ongoing workshops. In each of these settings the approach may vary somewhat, though the benefits to caregivers/teachers are the same.

Individual Use. The *Journal* can be used as the focus for ongoing work between supervisor and supervisee or in a mentoring relationship. In each case, together you might choose topics to focus on during each visit. Using the questions in the *Journal* would be a good place to start.

Staff or Provider Meetings. The entries caregivers/teachers make in their journals can be used as the focus of discussions at meetings. If each staff member or provider is writing in a different part of the *Journal*, you might invite people to share a thought, observation, or concern that the group can consider. Or, you might ask everyone to come prepared to talk about one chapter and any insights he or she gained or questions for the group to discuss.

Courses and Workshops. In any group, there are always some people who freely share their ideas and others who are more reserved. Having everyone keep a journal is an excellent way to get to know individual participants and to validate each person's ideas and experiences. Giving people time to write down their thoughts before starting a discussion is a helpful way to have them focus and prepare. The workshops that form Part Two of this *Trainer's Guide* suggest ways to incorporate journal writing into each series.

Common Concerns and Questions

Here are some frequently asked questions about using the *Journal* with suggested answers.

What if caregivers/teachers are not comfortable reading and writing? It is very important to reassure people that you will not correct or grade their writing. Many supervisors/instructors who have used journals have discovered that once people realize you are only interested in their thoughts, they become more comfortable about writing and sharing their ideas. To help them get started, you might suggest the option of talking into a tape recorder or working with a partner on one or two sections until people feel comfortable working independently.

Isn't a journal very private? By its very name, a journal suggests privacy. Furthermore, some of the questions in the *Journal* ask caregivers/teachers to recall personal experiences and beliefs, some of which they may not want to share. It is important to respect each individual's privacy so that you create a safe environment for keeping a journal. For example, you might invite people to share what they wrote, but never require them to do so.

There isn't time to write in a journal. Time is certainly an issue, and people have to see the value of keeping a journal before they are willing to make time to do so. You might suggest they jot down some thoughts when children are sleeping or during planning sessions with colleagues. You can also allocate time at the beginning of a meeting or workshop. The *Journal* is designed to be an integral part of their everyday work, not an additional responsibility. For example, in

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implementing *The Creative Curriculum for Infants & Toddlers*, caregivers/teachers are likely to use the health checklist in Appendix C to ensure that their program provides for children's health. They have to think each day about what toys and materials to put out and how to display them. The *Journal* gives them a place to record what they do and reflect on the results.

Can the *Journal* be used in a program where staff have very different levels of experience? We suggest individualizing your use of the *Journal*. For example, you may want to have new staff start at the beginning and work through the *Journal* with your help, or with a mentor. You may decide to encourage experienced staff to select topics that are of greatest interest and begin with those sections. It is not necessary to work from the beginning to the end. (It's a good idea, however, for everyone to begin with the first section, pp. 3–17.)

A Final Thought

Although *A Journal for Using The Creative Curriculum for Infants & Toddlers* is written for those working directly with infants and toddlers, we recommend that you consider using the *Journal* yourself. In this way, as you model the value of thinking about and reflecting on one's work, you have a shared journey with those you are guiding through the *Curriculum*.

Individual Professional Development Plan

Name:

Center or Family Child Care Home:

Date:

Developed by:

After completing the Self-Assessment, summarize your responses below:

My greatest strengths:

Strengths I would like to enhance:

Other areas in which I would like to make changes:

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My goal: ____________________

How I will get the information or develop the skills I need to enhance my strengths and to make other changes?

What I will do	Time I will need When I will finish	The resources and/or assistance I will need
1.		
2.		
3.		

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Observation/Feedback Form

Name of Observer: ____________________ **Date completed:** ____________

Relationship to Caregiver/Teacher:

☐ **Supervisor** ☐ **Trainer**

☐ **Peer** ☐ **Other** ____________________

Name of Caregiver/Teacher: ____________________

Directions: Read each goal, its objectives, and the examples. To rate caregiver/teacher on each objective, write **X** in the appropriately numbered box. On the lines following the words *Observations and Comments*, give examples that explain your rating or that describe how caregiver/teacher can improve.

Goal 1: To build responsive relationships

Objective: **To form positive, trusting relationships with children**

RATING
☐ 5 **HIGH**
☐ 4
☐ 3
☐ 2
☐ 1 **LOW**

Examples:

- Feeds, changes, and offers naps to infants on demand
- Offers consistency in caregiving from day to day so each child forms social attachments
- Mirrors children's emotions and feelings (e.g., shows excitement when a child makes a discovery or accomplishes a task; responds sympathetically if a child is upset)

Observations and Comments:

Objective: **To form positive relationships with families to support children's growth and development**

RATING
☐ 5 **HIGH**
☐ 4
☐ 3
☐ 2
☐ 1 **LOW**

Examples:

- Interacts daily with families in a positive manner, answers questions, and discusses children's progress
- Recognizes that parents' values must be addressed by the program (e.g., consults with parents about dietary concerns, discusses approach to handling challenging behaviors)
- Encourages parents to participate regularly in program activities, conferences/home visits, and join in on field trips

Observations and Comments:

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Goal 1: To build responsive relationships (continued)

Objective: **To work with colleagues and community representatives to support children and families**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Collaborates with specialists and refers children with disabilities to community services
- Consults with colleagues and community representatives to develop procedures for reporting suspected child abuse
- Maintains a "yellow pages" of community resources and the services they provide, including contact persons and phone numbers

Observations and Comments:

Goal 2: To plan and manage a developmentally appropriate program

Objective: **To plan and evaluate a program that meets the needs of the children and families served**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Specifies long-range and short-term goals and objectives for the program
- Develops a daily schedule that allows for individual and small group activities, balances quiet and active times, and is responsive to children's needs and interests
- Assesses plans continually for effectiveness and makes adjustments as indicated

Observations and Comments:

Objective: **To observe children regularly and individualize the program based on these observations**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Observes children regularly to learn about their special characteristics, temperament, and learning styles
- Completes the *Individualizing Goals and Objectives for Children* form and the *Planning Form for Individualizing* on each child at least three times a year
- Specifies curricular goals and objectives for each child based on the child's observed skills and needs

Observations and Comments:

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Goal 2: To plan and manage a developmentally appropriate program
(continued)

Objective: **To create a warm and welcoming environment that supports children's growth and development**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Creates an environment that fosters trust and security (e.g., spaces for crawling and snuggling, soft, cuddly textures; safe and clean materials)
- Provides materials and toys that stimulate children's senses, build on developing skills, and are adaptable, if necessary, for a child with special needs
- Provides an outdoor environment in which children can safely play and explore

Observations and Comments:

Objective: **To ensure the safety of children in the program**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Uses the *Safety Checklist* form regularly to ensure that preventive measures are in place to reduce chances of accidents
- Has emergency procedures available in case of sudden accidents and natural disasters
- Balances children's need for safety with their need to explore

Observations and Comments:

Objective: **To ensure the health of children in the program**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Has procedures in place for responding to health emergencies
- Follows proper sanitation and hygiene procedures to prevent the spread of disease
- Provides well-balanced meals and snacks that meet children's nutritional requirements

Observations and Comments:

Objective: **To guide children's behavior in positive ways**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Sets up the environment to eliminate potential behavior problems (e.g., provides duplicates of favorite toys, removes breakables, offers soothing activities)
- Works with families to provide children with consistent messages at home and at the program
- Develops strategies for helping children deal with frustration and anger in positive rather than negative ways (e.g., through words or pretend play rather than by hitting or biting)

Observations and Comments:

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Goal 3: To promote children's development and learning

Objective: **To use routines as opportunities for growth and learning**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Responds and repeats sounds infants make; talks, sings, and plays word games while feeding, changing, and dressing children
- Offers toys to children to stimulate play during routines
- Explains what is being done during a routine and asks questions, even to nonverbal children

Observations and Comments:

Objective: **To provide activities that will facilitate children's growth and development**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Offers children toys and materials that can be mouthed, shaken, cuddled, and explored with all the senses
- Plans daily activities for children—art, outdoor play, food experiences, and so forth—increasing activity periods as children mature
- Introduces activities as a natural part of the child's day

Observations and Comments:

Goal 4: To continue learning about children, families, and the field of early childhood education

Objective: **To participate in training to expand skills and knowledge**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Seeks training opportunities offered by professional organizations
- Asks colleagues, supervisors, and families for assistance in acquiring new skills
- Identifies areas where additional training would improve job performance

Observations and Comments:

Objective: **To participate in professional early childhood education organizations**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Reads books and journals on young children published by professional organizations (e.g., *Young Children, Child Development, Child Care Information Exchange, Zero to Three*)
- Attends local, state, and national conferences sponsored by professional organizations
- Conducts workshops or presents papers on topics of interest

Observations and Comments:

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Goal 4: To continue learning about children, families, and the field of early childhood education (continued)

Objective: **To observe colleagues to learn new successful techniques and approaches**

Examples:

- Visits and observes colleagues and other programs
- Asks colleagues and/or supervisors to model particular teaching skills or interactions with children
- Works as a member of a team; develops a system of mutual support with colleagues

Observations and Comments:

RATING
5 HIGH
4
3
2
1 LOW

Goal 5: To maintain professional standards

Objective: **To be ethical in all dealings with children, families, and community representatives**

Examples:

- Is honest, reliable, and dependable; comes to work each day and notifies families of program policies (e.g., vacations, absences—yours and childrens)
- Acts conscientiously in performing routines (e.g., changes children when they are wet; does not allow children to sit indoors with coats on; comforts crying children)
- Follows all regulations concerning health and safety standards, group size and ratios, and child abuse reporting procedures

Observations and Comments:

RATING
5 HIGH
4
3
2
1 LOW

Objective: **To respect the privacy and confidentiality of children and parents**

Examples:

- Shares children's records only with their family and professionals who have a "need to know"
- Keeps children's records—including observations—in a secure place
- Does not discuss children and families in public and/or with colleagues (unless there is a programming reason to do so)

Observations and Comments:

RATING
5 HIGH
4
3
2
1 LOW

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Goal 5: To maintain professional standards (continued)

Objective: **To demonstrate respect for all children and families**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Learns ways to communicate successfully with all families (e.g., learns at least a few words in each family's home language, makes home visits)
- Schedules meetings and conferences to meet an individual family's needs
- Seeks input from families about home culture

Observations and Comments:

Goal 6: To be an advocate in support of children and families

Objective: **To educate others about the need for high standards and quality programs**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Introduces families to *The Creative Curriculum for Infants & Toddlers*; distributes and discusses *Letters to Families*
- Uses meetings and workshops with parents and colleagues to stress the importance of a quality program for infants and toddlers
- Provides research and evaluation reports to program policy makers and parents

Observations and Comments:

Objective: **To work with community agencies in support of children and families**

RATING
5 HIGH
4
3
2
1 LOW

Examples:

- Supports organizations working to improve salaries and benefits for early childhood educators
- Campaigns to elect public officials who support child and family issues, lobbies elected officials to pass laws supportive of child and family issues
- Invites representatives of the community to visit the program to observe what is being done in support of children and families

Observations and Comments:

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PART TWO:

Workshops on *The Creative Curriculum®* *for Infants & Toddlers*

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Introduction to Workshops

This part of the *Trainer's Guide* offers a comprehensive series of workshops for helping caregivers/teachers to understand *The Creative Curriculum for Infants & Toddlers* and use it to plan and implement their program. The order of the workshops follows the chapters of the Curriculum. You may decide to present them in a different order, and we encourage you to select those workshops that are most appropriate for your setting and participants. However, we strongly recommend that you begin your staff development program with the first two series of workshops, which define quality and curriculum for programs serving infants and toddlers.

Workshop Series I., "Why Quality Matters," introduces caregivers/teachers to the standards that guide programs and explores the importance of quality. Series II., "Defining Curriculum for Infants and Toddlers," provides a definition of curriculum and introduces *The Creative Curriculum* framework. This framework, represented by a triangle within a circle, provides a concrete picture of how all the components of the curriculum intersect and places caregivers/teachers at the foundation. We recommend that you refer participants to the framework throughout your sessions. If all participants do not have a copy of the *Curriculum* you might want to reproduce the framework found on page 86 of this *Trainer's Guide*.

Format of the Workshops

The workshops include a range of hands-on activities and offer a variety of approaches: small- and large-group discussions, opportunities to reflect on childhood and current experiences, role plays, games, and more. Some of the handouts and activities call for participants to generate ideas that are covered in the *Curriculum*. The purpose for this is to enable them to connect personally with the content and to realize that the *Curriculum* is a guide for caregivers/teachers to use as they create the curriculum every day with the children and families in their program.

Each series begins with an overview of workshops, participant objectives, a list of the materials you will need, and the approximate amount of time to allocate for each workshop. Each series has several workshops that consist of one to four activities on the topic. In some, the activities build on one another, so you will need to allow sufficient time. Other activities stand-alone.

In most of the workshops, the first activity helps to introduce the topic, often using *A Journal for Using The Creative Curriculum for Infants & Toddlers* to promote awareness or reflection. Each workshop series makes use of the *Journal* in some way. Please review the section in Chapter III., "How to Use *The Creative Curriculum* to Individualize Staff Development," for a discussion about using the *Journal* as an ongoing training tool. We encourage you to provide a *Journal* for each participant. In the event *Journals* are not available, we have included the *Journal* questions in the activities themselves.

Occasionally we recommend videos, sometimes as an integral part of the workshop, other times as an optional addition. We tried to design most of the workshops so that all videos are optional since they may not be available to you. The Resources section provides descriptions and ordering information of many other videos that, although not mentioned in the workshop, would complement training on the particular topic. They have been selected because they are excellent staff development resources, however, they are not required to successfully implement *The Creative Curriculum*. We suggest you preview them before using them with your group.

Planning Workshops

Good planning and attention to details, including the physical environment, can help to ensure the success of a workshop.

Attend to basic needs. You don't always have control over the setting for training, yet ensuring the physical comfort of participants can greatly enhance their ability to participate and learn. To the extent possible, ensure that there is comfortable, adult-size seating, adequate lighting, and appropriate temperature control in the workshop room.

Prepare materials and handouts you will use. Review the list of materials needed for each workshop. If you plan to use audio-visual equipment, be sure it is in working order. Be sure to have enough copies of handouts for each participants.

Review the content you will present. Even if you have given the same workshops many times before, it is a good idea to review the content and activity you plan to include ahead of time. Think of some new ways to present information, new stories you can share, and insights you have gained since the last time you presented on the same topic.

Organize the information in a useful way. Provide whatever support you may need to feel comfortable presenting the content: notes on index cards, highlighting information in this *Trainer's Guide*, self-stick notes in the *Curriculum* itself, etc.

Set up the room before participants arrive. Whether participants will be sitting in a circle or at tables, arrange the room so that everyone can see you and, to the extent possible, all of the other participants. If you want participants to sit with people they do not know, plan a system for assigning them to tables randomly.

Conducting Workshops

Chapter II, "How *The Creative Curriculum* Supports Professional Development" in Part One of this *Trainer's Guide* discusses how to create an overall learning environment that promotes professional development. Please take the time to review this section, if you have not already. Setting the tone for learning, including the way you communicate, is often as important as the information you present. You serve as a model for how you want participants to work with young children. Below are some specific tips on conducting workshops.

Begin with participants getting to know one another, and provide an overview of the session. Each workshop provides you with two or three points to introduce the topic and set the stage for the session. Before you introduce the session, plan an exercise or ice breaker to help people get to know one another and relax. If the participants are already acquainted, allow time for greeting and sharing before beginning. Make sure everyone knows where the bathrooms are located. Decide with the group on times for breaks and lunch. State what time the workshop will end and ask for any questions or concerns.

Build the training on the experiences of participants. Every workshop is unique in terms of the experiences and background of the group. Encourage participants to share their knowledge of the topic, successful strategies for dealing with specific challenges, and approaches to caring for infants and toddlers.

Share your own experiences. When you are open to sharing experiences of your own, participants can view you as having similar concerns. As a result they may be more likely to share openly their own experiences.

Be an active listener. Before responding, rephrase what you thought was said to clarify a participant's question or statement to confirm that you understood his or her point correctly.

Ask open-ended questions. Asking questions that require recall, analysis, creative solutions, or evaluation promotes thought and problem solving. "What do you think about...? How would you handle that situation ...?" and so on. Be sure participants know that you are not the only expert in the room. Redirect questions asked of you to other participants to encourage them to share their views and experiences.

Explain the activity clearly. Repeat instructions to make sure that all participants understand the directions. Move around the room to offer assistance to anyone who is unclear about the task.

Encourage active participation but allow for individual differences. By planning small-group activities, you ensure that everyone can participate in a way that is comfortable for him or her. Some people enjoy role plays or reporting to the full group; others are comfortable talking only in small groups. It is important to respect their feelings and provide a variety of ways for everyone to participate.

Handle conflict and disagreement without becoming defensive. Participants may disagree with what you present or with the comments, suggestions, or opinions of their peers. Promote discussion of all viewpoints and acknowledge that there may be several ways to look at the same situation. Encourage participants to examine their own ideas and others' based on their experience and knowledge of child development.

Reflect on what participants have learned at the end of each session. In closing each workshop, encourage participants to think about and identify at least one way they will use what they have learned when they work with infants, toddlers, and their families.

Part Two

I

Why Quality Matters

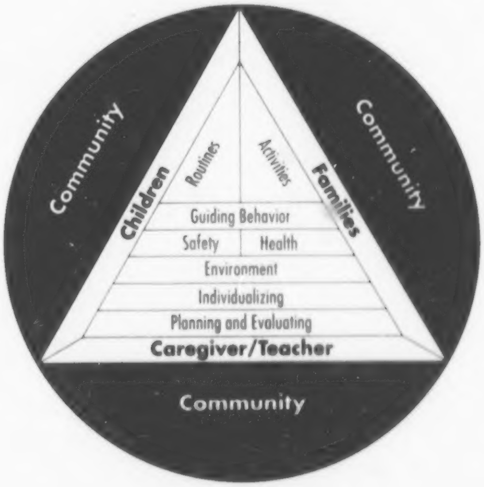
Purpose of This Workshop Series

Quality does matter; it makes a profound difference in programs that serve infants and toddlers. Therefore, we begin the workshops with a series on quality, to highlight the importance of ensuring the best possible programs for young children and families, whether they take place in a center or a family child care home.

In this workshop series we define the factors that constitute a quality program and explore the implications of poor quality on children and families. Finally, we stress the benefits of getting accreditation for your program and supporting the professional development of caregivers/teachers, including working toward a credential.

Big Ideas

- High-quality programs for infants and toddlers (while promoting their health and safety) stimulate children's overall development.
- Close, caring relationships are the foundation of a quality program.
- Several professional organizations have defined the indicators of quality.
- Programs that fail to protect children's health and safety, have untrained staff, and experience high staff turnover are damaging to children and detrimental to their development and learning.


Community
Community
Community
Children
Families
Routines
Activities
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher

Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 65 **Defining the Key Indicators of Quality** Activities: *Preparing a Story on Quality* *What Parents Should Look For*	• Identify the critical indicators of quality for programs serving infants and toddlers • Review the similarities and differences between the program components for infants and for toddlers	Handouts: 1A. "Quality Infant Care" 1B. "Quality Toddler Care" *The Creative Curriculum,* pp. 3–5 Chart paper, markers, tape	40–45'
Workshop 2 . . . . page 67 **It's Up to Us** Activities: *Viewing the Video* *Reviewing the Standards*	• Recognize the harmful effects of poor-quality care on infants and toddlers • Become familiar with the organizations that establish standards for programs and staff	Handouts: 2A. "Components of Quality Infant/Toddler Care" 2B. "CDA Competency Goals and Functional Areas" Sample publications on standards Video: *In Our Hands* Chart paper, markers, tape	30–40

Workshop 1. Defining the Key Indicators of Quality

Activities	Participant Objectives	Materials	Time (minutes)
Preparing a Story on Quality *What Parents Should Look For*	• Identify the critical indicators of quality for programs serving infants and toddlers • Review the similarities and differences between the program components for infants and for toddlers	Handouts: 1A, "Quality Infant Care" 1B, "Quality Toddler Care" *The Creative Curriculum*, pp. 3–5 Chart paper, markers, tape	40–45

Note to Trainers:
The second activity builds on the first; therefore, you should plan sufficient time for both activities.

Introducing the Workshop

❖ Open the workshop by discussing why quality is critical in programs serving infants and toddlers. Discuss the importance of early experiences in children's growth and development.

❖ Explain the two purposes of the workshop: to identify factors most critical to quality and to explore similarities and differences in programs for infants and for toddlers.

Activity: Preparing a Story on Quality

❖ Organize participants into small groups of four or five and distribute Handout 1A, "Quality Infant Care," to half the groups and Handout 1B, "Quality Toddler Care," to the other half.

❖ Explain that a newspaper reporter is writing a story for parents on how to find a high-quality program serving infants and toddlers. Each group is to come up with questions parents should ask when calling and visiting a center or family child care home. Have each group identify a recorder and a reporter who will share the results with the entire group. Allow about ten minutes for this part of the activity.

❖ As participants are working, post two pieces of chart paper at different locations in the room. On one write Infants, on the other Toddlers.

❖ Have each group convene at one or the other of the charts (depending on the group members' interests) and list their questions on the paper. One technique is to have each recorder write the group's questions on the chart paper until all the groups' questions have been listed. (If the workshop is small, you may only have two small groups and can skip this step by having each group write its questions directly onto the relevant chart paper during the brainstorming.)

- Review the two lists, and discuss the following:
  - Similarities and differences in the two sets of questions
  - How parents could find answers to their questions

Activity: What Parents Should Look For

- The next step is to generate a set of answers to the questions. Ask for two volunteers, one to record responses on the Infants chart, the other on the Toddlers chart.

- Ask participants how they would respond to a parent asking each question. Ask whether the responses would be different for infants and toddlers (e.g., diapering versus facilities for potty training, and more choices of activity for toddlers).

- Help the recorders capture participants' ideas by paraphrasing them.

- Discuss and highlight any points you feel are particularly important.

Closing

- Refer participants to pp. 3–5 in *The Creative Curriculum for Infants & Toddlers*, which identify seven characteristics of a high-quality program. Note which characteristics the groups addressed in their lists, and discuss any that were missed.

- Identify characteristics of quality shared by both infant and toddler programs.

Workshop 2. It's Up to Us

Activities	Participant Objectives	Materials	Time (minutes)
Viewing the Video *Reviewing the Standards*	• Recognize the harmful effects of poor-quality care on infants and toddlers • Become familiar with the organizations that establish standards for programs and staff	Handouts: 2A. "Components of Quality Infant/Toddler Care" 2B. "CDA Competency Goals and Functional Areas" Sample publications on standards Video: *In Our Hands* Chart paper, markers, tape	30–40

> **Note to Trainers:**
> **This activity uses a video, *In Our Hands*. For a description and information about how to obtain the video, see the Resources section of this *Trainer's Guide*.**

Introducing the Workshop

- ❖ Note that approximately five million infants and toddlers are in child care in this country.
- ❖ Point out that according to a recent study of the National Institute of Child Health and Human Development, quality child care has a positive effect on cognitive and language development and can also lead to better mother-child interaction.[1]
- ❖ Discuss what research says about the harmful effects of poor quality care on infants and toddlers:
  - *The Cost, Quality & Child Outcomes Study* found that 91 percent of centers provide inadequate care for infants and 40 percent of those centers were unsafe and harmful to children's development. The report states that infants in poor-quality settings "are more vulnerable to illness because basic sanitary conditions are not met for diapering and feeding; are endangered because of safety problems that exist in the room; miss warm, supportive relationships with adults; and lose out on learning because they lack the books and toys required for physical and intellectual growth."[2]
  - A study of family-based care in three states rated only 9 percent of 226 family child care settings as good quality and 35 percent as inadequate and harmful.[3]

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[1] *NICHD Study of Early Child Care.* Washington, DC: National Institute of Health, 1997.

[2] Cost, Quality & Child Outcomes Study Team. *Cost, Quality, and Child Outcomes in Child Care Centers: Executive Summary*, 2nd Ed. Denver, CO: Economics Department, University of Colorado at Denver, 1995, p. 2.

[3] E. Galinsky, C. Howes, S. Kontos, and M. Abbott-Shim. *The Study of Children in Family Child Care and Relative Care.* New York: Families and Work Institute, 1994.

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- Point out that researchers have found that quality is higher in programs where caregivers/teachers are trained and the program is regulated.

- Explain that in this workshop you will show a video that highlights the critical factors in ensuring quality and what happens to infants and toddlers when a program fails to meet their basic needs.

Activity: Viewing the Video

- Provide an overview of this 12-minute video. List the four fundamental conditions for quality that the video highlights on a piece of chart paper as you discuss them. These conditions are:

    - Close, caring relationships
    - Assurance of children's health and safety
    - A close connection between caregiver and family
    - Knowledgeable and responsive caregivers

- Suggest that participants view the video from the perspective of an infant or toddler, looking especially at what happens when programs do not have the fundamental characteristics previously identified.

    - Children are in large groups with too few caregivers.
    - Poor health practices are followed.
    - There is a lack of harmony between home and the child care program.
    - Staff lack training and preparation for working with infants and toddlers.

- After showing the video, give participants a few minutes to reflect on what they saw. Encourage them to write down their most immediate reactions and thoughts.

- Invite participants to share any insights. Begin by having them discuss their observations with a partner, then have partners share with the larger group.

Activity: Reviewing the Standards

- Distribute Handout 2A, "Components of Quality Infant/Toddler Care," and discuss the eight key indicators of quality. Relate these indicators to what was shown in the video and the ideas generated in Workshop 1.

- Display and discuss the publications listed in the handout, allowing participants time to look through any with which they are not familiar.

- Distribute Handout 2B, "CDA Competency Goals and Functional Areas," and discuss the critical importance of ongoing professional development for staff. Describe the work of the Council for Early Childhood Professional Recognition and explain how to receive a credential. Highlight how *The Creative Curriculum for Infants & Toddlers* addresses the

13 Functional Areas of the CDA Competencies. (See also Part One, Chapter II, of this *Trainer's Guide*.)

Closing

- Discuss ways in which early experiences have a profound effect on the development of infants and toddlers. Emphasize that patterns for how children will think, feel, and act in later life are laid down during the first three years of life.
- Validate the important role of caregivers/teachers in providing the best care for infants and toddlers as well as support for their families. Stress the challenging nature of this work.
- Review any points that you feel need to be reinforced.
- Note that the next series of workshops will introduce the value of using a curriculum (specifically *The Creative Curriculum for Infants & Toddlers*) to achieve the level of quality described in these activities.

Quality Infant Care

Choose a recorder and a reporter.

A reporter from the local newspaper who is writing an article on helping parents select a child care provider has contacted you. The reporter asks you for a list of questions parents should ask when looking for care for their infant. What questions would you recommend?

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Quality Toddler Care

Choose a recorder and a reporter.

A reporter from the local newspaper who is writing an article on helping parents select a child care provider has contacted you. The reporter asks you for a list of questions parents should ask when looking for care for their toddler. What questions would you recommend?

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Components of Quality Infant/Toddler Care

Substantial agreement exists in the field of early childhood education on what constitutes high-quality care for infants and toddlers. These standards describe eight key indicators of quality.*

- Promoting health and safety
- Serving infants and toddlers in small groups with high staff-to-child ratios
- Primary caregiver assignments
- Continuity of care
- Responsive caregiving/planning
- Cultural and linguistic continuity
- Meeting the needs of the individual within the group context
- The environment

Standards and Reports:

- *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice*, ZERO TO THREE/ The National Center, Arlington, VA, 1995.
- *Accreditation Criteria & Procedures of the National Association for the Education of Young Children, 1998 Edition.* National Association for the Education of Young Children (NAEYC), Washington, DC, 1998.
- *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition. Sue Bredekamp and Carole Copple, Editors. NAEYC, Washington, DC, 1997.
- *Heart Start: The Emotional Foundations of School Readiness*, ZERO TO THREE/The National Center, Arlington, VA, 1995.
- *The NICHD Study of Early Child Care*, Washington, DC: National Institutes of Health, 1997.
- *Program Performance Standards for Early Head Start and Head Start Grantees*, Head Start Bureau, Administration on Children, Youth, and Families, Administration for Children and Families, US Department of Health and Human Services, Washington, DC, 1996.
- *Starting Points: Meeting the Needs of Our Youngest Children*, Carnegie Corporation of New York, New York, NY, 1994.

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*As identified by *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice*. Zero to Three/. The National Center, Arlington, VA, 1995 (pp. 29–43).

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CDA Competency Goals and Functional Areas*

I. To establish and maintain a safe, healthy learning environment

1. **Safe:** Providing safe indoor and outdoor environments; responding to accidents and emergencies; helping infants and toddlers begin to develop safe habits.

2. **Healthy:** Providing healthy indoor and outdoor environments; helping infants and toddlers develop good health habits; recognizing and reporting child abuse and neglect.

3. **Learning Environment:** Organizing indoor and outdoor areas that encourage play and exploration; selecting and arranging appropriate materials and equipment that foster growth and learning; planning and implementing a schedule and routines that respond to the needs of children under three.

II. To advance physical and intellectual competence

4. **Physical:** Reinforcing and encouraging physical development; providing equipment and opportunities for gross and fine motor development.

5. **Cognitive:** Providing opportunities for infants and toddlers to use all their senses to explore their environment; interacting with infants and toddlers in ways that help them develop confidence and curiosity; providing opportunities for infants and toddlers to develop new concepts and skills.

6. **Communication:** Interacting with infants and toddlers in ways that encourage them to communicate their thoughts and feelings; providing materials and activities that promote communication skills; helping infants and toddlers develop new concepts and skills.

7. **Creative:** Arranging the learning environment to support creativity; offering a variety of activities and experiences to promote creativity; interacting with infants and toddlers in ways that encourage creative expression.

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*Based on guidelines from the Council for Early Childhood Professional Recognition, Washington, DC.

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III. To support social and emotional development and provide positive guidance

8. Self: Developing a trusting and supporting relationship with each child; helping infants and toddlers understand and accept and appreciate themselves and others; providing infants and toddlers with opportunities to feel successful and competent.

9. Social: Helping infants and toddlers learn to get along with others; helping infants and toddlers understand and express their feelings and respect those of others; providing an environment and experiences that support social development.

10. Guidance: Providing an environment that encourages self-discipline; using positive methods to guide each child's behavior; helping infants and toddlers understand and express their feelings in acceptable ways.

IV. To establish positive and productive relationships with families

11. Families: Communicating with family members often to exchange information about the child at home and at the center; providing a variety of ways for family members to participate in the child's life at the center; providing support to fami-

V. To ensure a well-run, purposeful program responsive to participant needs

12. Program Management: Observing and recording information about each child's growth and development; working as a member of a team to plan an individualized program; following administrative policies and procedures.

VI. To maintain a commitment to professionalism

13. Professionalism: Continually assessing one's own performance; continuing to learn about caring for children; applying professional ethics at all times.

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Part Two

II

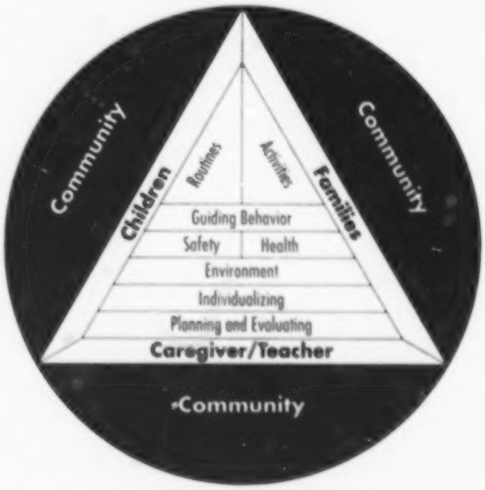
Defining Curriculum for Infants and Toddlers

Purpose of This Workshop Series

This workshop series addresses the value of using a curriculum in working with infants and toddlers and their families. It begins by defining "curriculum" and dispelling the typical myths that lead many to question the appropriateness of a curriculum for very young children. By linking the everyday decisions caregivers/teachers make to a curriculum framework, we highlight its value as a tool for achieving a quality program. Participants are introduced to the framework and components of *The Creative Curriculum for Infants & Toddlers* and have an opportunity to begin exploring the book. Since all the workshops in this *Trainer's Guide* relate to the *Curriculum*, this framework gives participants a visual image of how each topic they will explore can help them understand and implement *The Creative Curriculum* in their own program.

Big Ideas

- A curriculum provides the "big picture" of what a quality program looks like and offers a framework for planning the overall program and making the countless decisions required in everyday work with infants and toddlers.
- An appropriate curriculum outlines what children learn during the first three years, the experiences and ways through which they learn, and what staff and parents can do to help them achieve individual learning and developmental goals.
- *The Creative Curriculum for Infants & Toddlers* is based on the latest knowledge and best practices related to the development and learning of infants and toddlers. It provides a comprehensive yet flexible structure for implementing a high-quality program that emphasizes that relationships are the focus of curriculum.



Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 page 77 **Defining Curriculum** Activities *What Is Curriculum?* *Dispelling the Myths*	• Identify the components of an appropriate curriculum for working with infants and toddlers • Understand the components of an appropriate curriculum for working with infants and toddlers	Handouts: 1A, "Curriculum Is . . ." 1B, "Definitions of Curriculum" 1C, "Four Myths about Curriculum" Chart paper, markers, tape	30–40
Workshop 2 .... page 80 **How *The Creative Curriculum for Infants & Toddlers* Supports Planning and Decision Making** Activities: *A Typical Day* *About* The Creative Curriculum	• Identify the typical planning and decision making caregivers/teachers must carry out • Recognize the link between planning and decision making and the use of a curriculum for working with infants and toddlers • Become familiar with the theory, uses, content, and format of *The Creative Curriculum*	Overhead: 2.1, "Curriculum Framework" *The Creative Curriculum*, pp. 9–14 Small self-stick notes	45–60

Workshop 1. Defining Curriculum

Activities	Participant Objectives	Materials	Time (minutes)
What Is Curriculum? *Dispelling the Myths*	• Identify the components of an appropriate curriculum for working with infants and toddlers • Understand the components of an appropriate curriculum for working with infants and toddlers	Handouts: 1A, "Curriculum Is . . ." 1B, "Definitions of Curriculum" 1C, "Four Myths about Curriculum" Chart paper, markers, tape	30–40

Introducing the Workshop

- ❖ Acknowledge that not everyone is comfortable with the idea of a curriculum for working with infants and toddlers.
- ❖ Explain that the purposes of this workshop are to clarify what we mean by "curriculum"; to identify what a curriculum offers; and to consider some common misconceptions about using a curriculum in working with infants and toddlers.

Activity: What Is Curriculum?

- ❖ Distribute Handout 1A, "Curriculum Is . . . ," which shows a continuum of definitions of curriculum and invites participants to place themselves at the point on the continuum that best describes their view of curriculum.
- ❖ Invite each person to jot down on the handout some thoughts about what a curriculum for infants and toddlers should include.
- ❖ When people have stopped writing, ask them to share where they are on the continuum and what ideas they have on an appropriate curriculum with the people at their table. Ask each group to develop a definition of curriculum, write the definition on chart paper, and hang it on the wall.
- ❖ Allow time for participants to walk around the room and read the different definitions. Encourage discussion of the ideas presented, and comment on what they have in common. Validate how all the ideas can be considered important aspects of an appropriate curriculum.

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- Distribute Handout 1B, "Definitions of Curriculum," which provides the NAEYC and Head Start definitions. Invite participants to compare these definitions to the ones they developed. Discuss the similarities and any differences.

- Highlight that a curriculum for working with infants and toddlers should be based on what is known about child development and should include goals and objectives, guidance on what materials and experiences are appropriate at different developmental stages, and ideas on ways parents and caregivers/teachers can work together to promote children's development.

Activity: Dispelling the Myths

- Point out that many people have concerns about whether it is appropriate to use a curriculum in working with infants and toddlers. Their concerns may be the result of misunderstandings about the nature and use of a curriculum.

- Distribute Handout 1C, "Four Common Myths about Curriculum." Ask participants to work in small groups to generate responses to the four statements on the handout. (If the group is large or time is limited, you might assign one statement to each group.) Assist any group that seems stuck or unclear about the directions.

- Reconvene the groups when you see participants are ready, and ask volunteers to summarize some of the points they discussed.

For "There's no need for a written curriculum because everything that happens is the curriculum," look for the following points:
  - This approach leaves too much to chance.
  - It provides little guidance for planning the program overall or day by day.
  - It may or may not lead to meaningful interactions with children and parents.

For "A curriculum is a collection of activities and lesson plans," relevant points include:
  - That definition describes an activity book, not a curriculum.
  - Activity books do not provide a way to make decisions about how to set up a program and how to respond to children's interests and actions.
  - Lesson plans for infants and toddlers are not appropriate, but weekly planning is both appropriate and helpful.

For "A formal curriculum can't possibly meet the needs of different programs and individual children," here are some ideas:
  - If the curriculum is developmentally appropriate, by definition it helps you learn about and respond to each child as an individual.
  - A high-quality curriculum is not prescriptive. Rather, it should emphasize the need to individualize the program for each child, family, and setting, and should provide guidance on how to do so.

For "If you're following developmentally appropriate practice, you don't need a curriculum," here are some points to emphasize:

- Both are vitally important in planning and implementing a program.
- Developmentally appropriate practice is not itself a curriculum and does not provide a structure for planning and implementing a program; rather, it is a philosophy that tells us what is appropriate in a curriculum.
- To maximize the benefits of developmentally appropriate practices, caregivers/teachers must be able to apply them in a structured yet flexible way, with specific goals, objectives, and other guidance.

Closing

- ❖ Allow time for participants to consider whether the definitions discussed are comfortable for them and whether they have gained understanding about what an appropriate curriculum can offer.
- ❖ Reaffirm the idea that a curriculum can help them provide a developmentally appropriate program by offering a framework for making decisions.
- ❖ Note that every successful organization has an operational plan that guides decisions and actions overall and day by day. The curriculum fills that role for caregivers/teachers working with children and families.

Workshop 2. How *The Creative Curriculum® for Infants & Toddlers* Supports Planning and Decision Making

Activities	Participant Objectives	Materials	Time (minutes)
A Typical Day *About* The Creative Curriculum	• Identify the typical planning and decision making caregivers/teachers must carry out • Recognize the link between planning and decision making and the use of a curriculum for working with infants and toddlers • Become familiar with the theory, uses, content, and format of *The Creative Curriculum*	Overhead: 2.1, "Curriculum Framework" *The Creative Curriculum*, pp. 9–14 Small self-stick notes	45–60

Note to Trainers:
Because the second activity builds on the first one, we recommend allocating sufficient time for both activities.

Introducing the Workshop

❖ Ask participants to think about how often they plan and revise their plans each day. Ask them how many decisions they think they make every day in their work. Confirm that there are hundreds.

❖ Explain that the purpose of this workshop is to show how *The Creative Curriculum for Infants & Toddlers* can help them with their planning and make the results of everyday decisions more purposeful.

Activity: A Typical Day

❖ Organize participants into small groups, each at a separate table. Place a piece of chart paper and two books of small self-stick notes on each table. Ask each group to identify two people who will record the group's ideas on the notes and two who will arrange the notes on the chart paper.

❖ Explain the procedure:

- Participants brainstorm to identify all the things they do every day in working with infants and toddlers and their families.

  - As they call out their ideas, "recorders" write each one on a self-stick note.
  - The two "arrangers" then place the notes on chart paper in chronological order, from the beginning to the end of the day.
  - The groups continue until they run out of ideas.

- When the groups have completed the activity, ask each group to tape its chart on a nearby wall near. Refer participants to pp. 9–14 in *The Creative Curriculum*, which shows "A Typical Day Caring for Infants and Toddlers" and discusses how the *Curriculum* supports planning and decision making. Allow participants time to review the material.

- Ask whether the tasks in the book are similar to the ones they identified. Note that each task involves planning and decision making. Point out that *The Creative Curriculum* provides guidance to help caregivers/teachers make good plans and decisions.

Activity: About *The Creative Curriculum*

- This activity is a continuation of the first and uses the same set of self-stick notes. Ask participants at each table to organize their notes into categories. For example, some tasks such as diapering and toileting might fall under "daily routines." Other tasks might be categorized under "communicating with families," and so on.

- When participants have finished organizing their notes, ask each group to share its categories. List all the categories on chart paper.

- Display *The Creative Curriculum* framework on the overhead projector. (Or, you can refer participants to the framework on p. 7 of the *Curriculum* or p. 4 of the *Journal*, or distribute a handout of the framework.) Pose questions such as the following:

  - Which of the categories you identified do you see in this framework?
  - Are there any differences between your list and the topics in the framework?
  - What does the framework convey to you about *The Creative Curriculum*? (e.g., a focus on relationships; a balance between routines and activities; the importance of community; the caregiver/teacher as the foundation of the program; all the components of curriculum.)

- Encourage participants to go on a "scavenger hunt" through *The Creative Curriculum* and discover what they can about the content and format. Have someone in each group keep a list of what group members discover as they look through the book. Then invite each group to share a discovery. You can comment and expand on what the participants have noticed, highlighting the points you want to make about content and format, such as the following:

  - A Typical Day Caring for Infants and Toddlers on pp. 9–14.
  - The discussion about curriculum on pp. 6–8.
  - The Table of Contents, which shows the five parts of the *Curriculum*. Note how the chapters reflect the components of the *Curriculum* triangle.

  - The set of children and caregivers/teachers on pp. 16–18, and how they are used as examples throughout the book.
  - The letters to parents at the end of each chapter (in English and Spanish) to promote a partnership.
  - The Index, which serves as a quick reference for finding information.

❖ If you will be using the *Journal*, this is a good time to introduce it to participants, explaining that it is a tool for personalizing the *Curriculum*. Point out how the *Journal* follows each of the 23 chapters in the *Curriculum*.

❖ You may also want to share *A Parent's Guide to Infant/Toddler Programs* as another resource that complements the *Curriculum* and further supports a partnership with families.

Closing

❖ Review the role of a curriculum as a "blueprint" that helps caregivers/teachers plan a program that meets the needs of infants and toddlers and their families as a group and individually.

❖ Suggest that participants take time to read the first 18 pages in the *Curriculum* on their own as a review of this workshop.

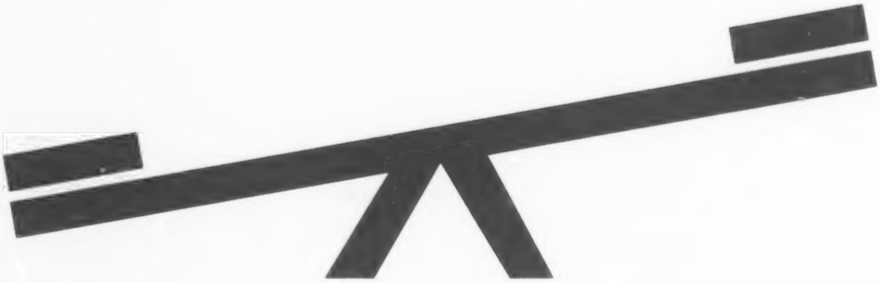
❖ Identify the topics you plan to cover in future workshops or classes, and show how these topics fit into the *Creative Curriculum* framework. Reinforce the idea that each one will help in understanding and using the *Curriculum* to provide a high-quality program for infants and toddlers.

Curriculum Is…

1 2 3 4 5 6 7 8 9 10

A "how-to" kit or book

Everything that happens



My definition of curriculum for infants and toddlers:

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Definitions of Curriculum

NAEYC

Curriculum is an organized framework that delineates the following:

- the **content** that children are to learn;
- the **processes** through which children achieve the identified curricular goals;
- what **teachers** do to help children achieve these goals; and
- the **context** in which teaching and learning occur.

HEAD START

Curriculum means a written plan that includes:

- the **goals** for children's development and learning;
- the **experiences** through which they will achieve these goals;
- what **staff and parents** do to help children achieve these goals; and
- the **materials** needed to support the implementation of the curriculum.

The curriculum is consistent with the Head Start Program Performance Standards and is based on sound development principles about how children grow and learn.

NAEYC definition from Sue Bredekamp and Teresa Rosegrant (Eds.), *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*, Vol. I. Washington, DC: National Association for the Education of Young Children, 1992, p. 10. Head Start definition from *Federal Register*/Vol.61 No. 215/Tuesday, November 5, 1996/Rules and Regulations.

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Four Common Myths about Curriculum

For many, the thought of using a curriculum in programs for children under three is a bit unsettling. If you are among those who feel this way—or if you work with someone who has doubts about the appropriateness of using a curriculum with very young children—consider the following myths:

There's no need for a written curriculum because curriculum is everything that happens.

A curriculum is a collection of activities and lesson plans.

A formal curriculum can't possibly meet the needs of different programs and individual children.

If you're following developmentally appropriate practice, you don't need a curriculum.

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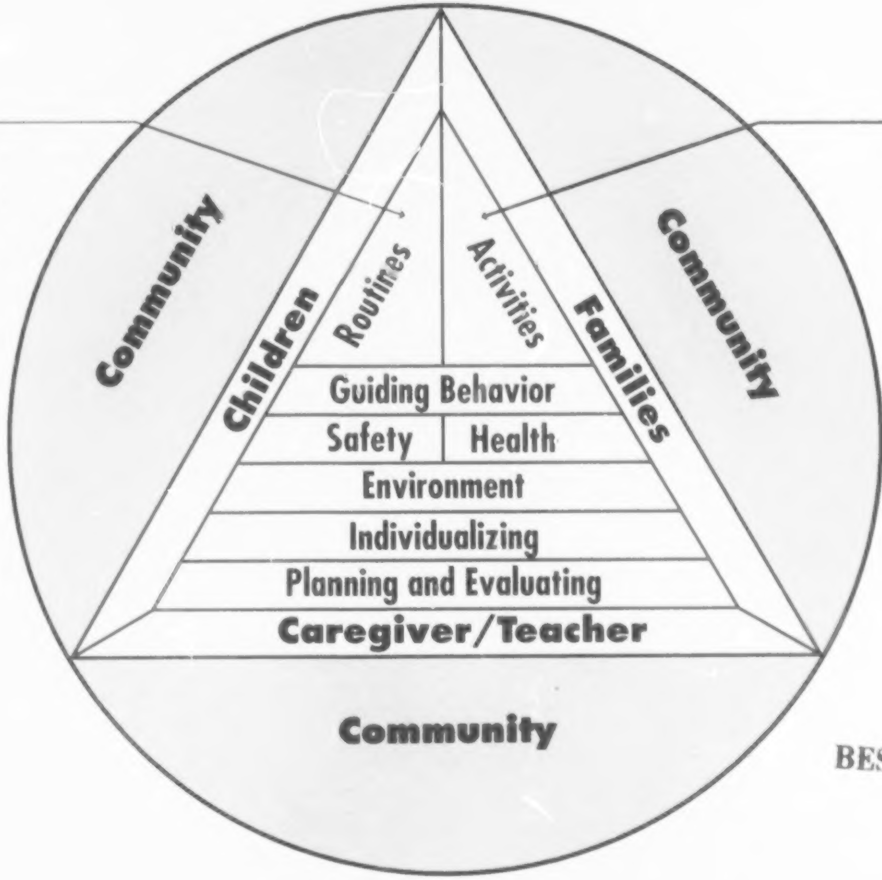
The Creative Curriculum® for Infants & Toddlers

Routines
- Hellos and Good-byes
- Diapering and Toileting
- Eating and Mealtimes
- Sleeping and Naptime
- Getting Dressed

Activities
- Playing with Toys
- Dabbling in Art
- Imitating and Pretending
- Enjoying Stories and Books
- Tasting and Preparing Food
- Exploring Sand and Water
- Having Fun with Music and Movement
- Going Outdoors


Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

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Part Two

III

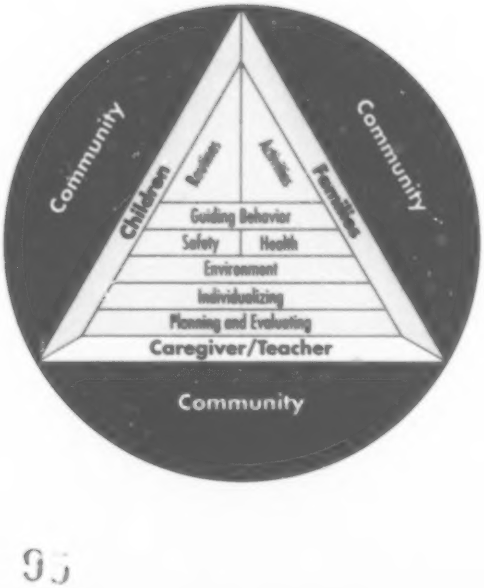
The Central Role of Caregivers/Teachers

Purpose of This Workshop Series

As *The Creative Curriculum* framework illustrates, the caregiver/teacher is the foundation of the program. This series of workshops is designed to promote participants' awareness of the wide range of personal and professional experiences they bring to their role, and to highlight the range of responsibilities involved in caring for infants and toddlers. Because the topic requires caregivers/teachers to reflect on their personal experiences and beliefs, we have suggested using sections of the *Journal* as one of the activities in each set of workshops. The questions in the *Journal* are often used as starting points for a discussion or activity. If the participants in your workshops do not have personal copies of the *Journal*, you can post the questions and use them in other ways as you see appropriate.

Big Ideas

- Building trusting relationships is central to the role of a caregiver/teacher.
- Experiences and culturally based beliefs influence each person's approach to caring for infants and toddlers and working with families.
- Caring for infants and toddlers is a very personal, ongoing journey.
- There are specific goals and objectives that define the role of a caregiver/teacher and help us plan professional development.


Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

Overview

Workshops	Participant Objectives	Materials	Time* (minutes)
Workshop 1 page 89 **Building Trust** Activities: *Trust Walk* *How Trust Is Built*	• Investigate the importance of building trusting, responsive relationships • Identify what it takes to build relationships based on trust	*Journal*, pp. 21–22 Chart paper, markers	30–45
Workshop 2 . . . . . page 91 **Appreciating the Influence of Culture** Activity: *Understanding Our Own Culturally Based Beliefs*	• Reflect on personal experiences growing up that relate to caring for infants and toddlers • Examine how these experiences influence caregivers/teachers' values, beliefs, and practices in working with infants and toddlers and their families	*Journal*, pp. 36–38 *The Creative Curriculum*, pp. 50–52	45–60
Workshop 3 page 93 **Your Professional Journey** Activity: *Mapping Your Career Path*	• Investigate how caring for infants and toddlers is an ongoing professional journey • Recognize personal perspectives on the role of a caregiver/teacher	*Journal*, pp. 6–8 Chart paper, markers, tape	30–45
Workshop 4 page 95 **The Role of a Caregiver/Teacher** Activity: *Walk About*	• Define what's involved in being a professional caregiver/teacher • Examine how the Self-Assessment can be used to plan professional development	*Journal*, p. 5 *The Creative Curriculum*, pp. 321–326 Chart paper, 6 different colored markers, tape, stopwatch or watch with a second hand	30–45

Workshop 1. Building Trust

Activities	Participant Objectives	Materials	Time (minutes)
Trust Walk *How Trust Is Built*	• Investigate the importance of building trusting, responsive relationships • Identify what it takes to build relationships based on trust	*Journal*, pp. 21–22 Chart paper, markers	30–45

Introducing the Workshop

- ❖ Explain that the purpose of the workshop is to think about what it takes to build trust.
- ❖ Note that trusting relationships are at the core of what caregivers/teachers do.

Activity: Trust Walk

Note to Trainers:
If you feel that a trust walk would not be appropriate for your group, you might have participants think about a time when they were entirely dependent on someone else (e.g., while recovering from a serious illness or operation) and respond to the same questions.

- ❖ Have participants choose a partner and decide who will be *A* and who *B*.
- ❖ *A*s will lead their partners on a trust walk. *B*s must close their eyes and will therefore have to depend on *A*s to make sure they are safe on the walk. If feasible, make the walk challenging by encouraging participants to walk outdoors, up and down stairs, and into different rooms.
- ❖ Allow about two or three minutes, then have partners switch roles.
- ❖ Call time and ask partners to sit together and share what they experienced in each role.
  - What does it feel like to be totally dependent on someone else for your safety?
  - What did your partner do to help you develop trust?
  - How might your experience provide insight into how infants and toddlers develop trust?

Activity: How Trust Is Built

- Use the questions on p. 21 in the *Journal* to have participants think about someone whom they trust.
  - What qualities does this person have?
  - What is it about the person that makes you feel safe and secure when you are together?

- Invite participants to write their ideas in the *Journal* and discuss any that they are willing to share with others to see if they have identified common characteristics. Ask one person at each table to be responsible for recording the ideas that are shared.

- Ask for one characteristic from each table, and record the ideas on chart paper; continue until all the ideas are listed. You may hear characteristics such as reliable, supportive, non-judgmental, caring, consistent.

- Page 22 of the *Journal* asks caregivers/teachers to record ways that they encourage children and families to trust them. Ask participants to take four or five minutes to write down what they do, then have the group brainstorm together. Record their ideas on a chart.

- Review and discuss the list of ideas that emerge from the group sharing.

Closing

- Review any points that you feel are particularly important for building trusting relationships in caring for infants and toddlers and their families.

- Reaffirm how each of us brings many experiences that have taught us how to build the kind of trusting relationships that are central to working with young children and their families.

Workshop 2. Appreciating the Influence of Culture

Activities	Participant Objectives	Materials	Time (minutes)
Understanding Our Own Culturally Based Beliefs	• Reflect on personal experiences growing up that relate to caring for infants and toddlers • Examine how these experiences influence caregivers/teachers' values, beliefs, and practices in working with infants and toddlers and their families	*Journal*, pp. 36–38 *The Creative Curriculum*, pp. 50–52	45–60

Note to Trainers:
This activity may evoke memories that could cause a strong emotional response. Be prepared to offer comfort and reassurance if needed. We recommend that in preparation for this workshop, you answer the *Journal* questions on culture for yourself. Take time to reflect on your own beliefs and attitudes and how they have influenced you in your work. This will enable you to share any personal insights during the discussion, if you feel they are appropriate.

Introducing the Workshop

❖ Point out that how we care for infants and toddlers and how we work with families is very much influenced by who we are, what we believe, and our experiences. Our personal culture underlies our responses to situations and people and the judgments we make.

❖ Explain that culture is a very personal experience, so this workshop will involve quiet reflection about the questions posed in the *Journal*. Reassure participants that they do not have to share anything they want to keep private.

Activity: Understanding Our Own Culturally Based Beliefs

❖ Ask participants to relax, close their eyes, think back to when they were growing up, and reflect on the questions you are going to pose. Read each of the questions on pp. 36–38 in the *Journal*. Pause long enough after each question for participants to think about each one.

- How did your parents and other family members react when children cried?
- How did they express anger? affection?
- Who made the decisions about children?
- Were boys and girls treated alike?
- How were you disciplined?
- How do your experiences influence your work today?

- Have participants open their eyes, turn to pages 36–38 in their *Journals*, and answer as many of the questions as they can. Explain that some questions may evoke some very personal memories that participants may not wish to discuss.

- When you feel the group is ready, invite participants to take about 10 to 15 minutes to talk with a partner and share any insights they gained about how their experiences in their own families influence their values, attitudes, and approaches to working with infants and toddlers and their families. (Given the topic, it is important to be flexible on the amount of time needed.) You can anticipate that issues such as the following may surface:

  - How toilet training was handled
  - Approaches to discipline
  - Views on getting dirty
  - The use of food to comfort children

- Pull the group together, and encourage participants to share something they discussed that was important to them.

- Refer participants to pp. 50–52 in *The Creative Curriculum*, which discusses culture. Note that this topic will be explored in greater depth during a workshop on working with families.

Closing

- Allow a few minutes for participants to reflect on this activity and to think about what they want to take away from the experience.

- Highlight the following points:

  - The experiences we had growing up affect our beliefs and how we work with infants and toddlers and their families.
  - We are often not aware of how profound these cultural influences are on our attitudes, values, behaviors, and judgments. The more aware we become, the more sensitive we can be to children and families.

- Explain that you will return to the topic of culture in several other workshops.

Workshop 3. Your Professional Journey

Activities	Participant Objectives	Materials	Time (minutes)
Mapping Your Career Path	• Investigate how caring for infants and toddlers is an ongoing professional journey • Recognize personal perspectives on the role of a caregiver/teacher	*Journal*, pp. 6–8 Chart paper, markers, tape	30–45

Note to Trainers:
An alternative to using the *Journal* is to provide paper or blank overhead transparencies on which participants can draw their career paths. If you choose to do this, you will need to provide sets of markers for each table, arrange for an overhead projector or provide paper, and allow additional time for participants to share their maps.

Introducing the Workshop

- ❖ Explain that in this workshop, participants will draw a map of their career in working with infants and toddlers.
- ❖ Invite participants to take a moment to think back to when and why they first decided to work with infants and toddlers.
    - What led you into this work?
    - What experiences have helped you grow?
    - Where would you like to be five years from now?

Activity: Mapping Your Career Path

- ❖ Ask participants to turn to p. 6 in the *Journal* (or take a piece of paper or blank transparency) and draw a map of their career path.
- ❖ Assist participants who seem unable to start their map.
- ❖ After finishing the maps, ask participants to take five minutes to respond to the questions on pp. 7–8 of the *Journal*.
    - Have your reasons for working with children changed over time? How?
    - What do you like best?
    - What is the hardest thing about your work?
    - What are your special strengths and interests?

- Invite participants to reflect on what they learned about themselves from answering these questions, and to think about what they are willing to share with others at their table.

- Allow five to ten minutes for participants to share their maps and discuss any insights they gained with a partner or small group at their table.

- During this sharing time, list the following labels on chart paper:

  - Reasons for working with infants and toddlers
  - Best part of this work
  - Hardest part of this work
  - Special strengths and interests I bring to this role

- Invite people at each table to write their ideas on the charts, or have each group share its ideas as you record them.

Closing

- Summarize any major points that came out of the discussions, and point out what participants will find in *The Creative Curriculum*. For example, if biting is listed under "Hardest part of this work," refer participants to pp. 157–159 in Chapter 10, "Guiding Children's Behavior" (the index will be helpful in locating topics).

- Highlight the following points:

  - There are many different views about working with infants and toddlers and their families, and we all bring unique strengths and interests to our work.
  - Caring for infants and toddlers is an ongoing process of learning, growth, self-assessing, and goal-setting.

- Allow time for participants to think about what they need to do or learn to get to where they want to be in five years.

Workshop 4. The Role of a Caregiver/Teacher

Activities	Participant Objectives	Materials	Time (minutes)
Walk About	• Define what's involved in being a professional caregiver/teacher • Examine how the Self-Assessment can be used to plan professional development	*Journal*, p. 5 *The Creative Curriculum*, pp. 321–326 Chart paper, 6 different colored markers, tape, stopwatch or watch with a second hand	30–45

Note to Trainers:

Because completing the Self-Assessment is a personal process, we recommend that participants complete the *Journal* pp. 10–17 on their own time and then meet with a trainer/supervisor one-on-one to discuss their responses. Use the workshop to define the role of a caregiver/teacher and help participants feel comfortable assessing themselves as part of their professional development. (For more information on using the Self-Assessment, see Chapter III., "How to Use *The Creative Curriculum* to Individualize Staff Development," in this *Trainer's Guide*.)

Preparing for the Training

- Write one goal from the Self-Assessment as the heading on each of six pieces of chart paper, then post them around the room. Be sure to include the number of each goal.
- If you do not have sufficient copies of *The Creative Curriculum* for each participant, you may want to duplicate pp. 321–326 as a handout.

Introducing the Workshop

- Explain that pp. 321–326 of *The Creative Curriculum* outline specific goals for caregivers/teachers. These goals both define their role more clearly and help them plan for their own professional growth. Point out that the six goals are posted on chart paper around the room.
- Ask participants to look at the *Curriculum* triangle on p. 4 of the *Journal* or p. 7 of *The Creative Curriculum* and reflect on what it says about their role. Then ask them to respond to the two questions on p. 5 of the *Journal*:
  - What is your title at work?
  - How does the title "caregiver/teacher" fit with how you see your role?

Have participants talk with the people at their table about their responses to these two questions.

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Activity: Walk About

- Have participants count off by sixes so you can form six groups. Give each group a different colored marker, and ask each group to go to the chart with the corresponding numbered goal.
- Allow each group two minutes to brainstorm together some things they do (or could do) every day that correspond to the goal. Have one person in each group list the ideas on the chart.
- Keep time and give a 15-second warning before each two-minute period is up.
- Repeat the procedure until each group has listed ideas on each chart. After groups return to their original goal, have them read over the different ideas. If any items under a goal are unclear, they can ask the group that listed it for clarification. (This is why each group uses a different color marker.)
- Have members of each group take their chart back to their table and compare the ideas listed with the objectives and examples under that goal on pp. 321–326 in the *Curriculum*.
- Visit each table as participants discuss outcomes of this activity.
- Invite participants to share what they learned.

Closing

- Discuss any points that come up in the sharing process.
- Emphasize that completing the Self-Assessment and meeting with a supervisor/trainer or mentor are important aspects of professional development. Acknowledge that we too often let this process slide.
- Reassure participants that when they complete the Self-Assessment for themselves, they will recognize even more how much they already do and know.

Part Two

IV

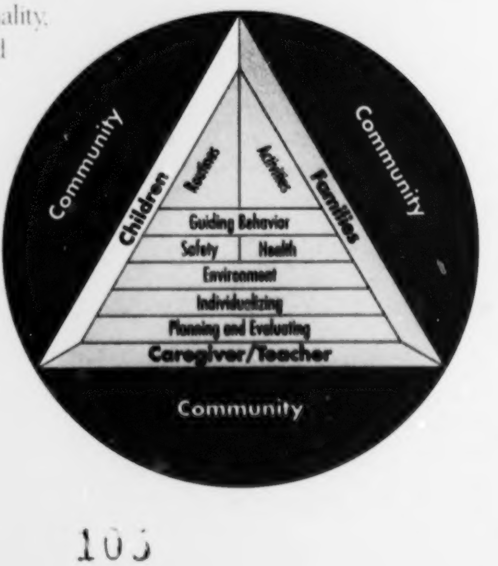
Knowing Infants and Toddlers

Purpose of This Workshop Series

To plan and implement a developmentally appropriate program, caregivers/teachers must have realistic expectations of what children can do and what they are ready to learn at each stage of development. This means acquiring knowledge about child development and taking the time to learn about each child's unique temperament, interests, learning style, and cultural background. Knowing infants and toddlers helps caregivers/teachers make good decisions about how to set up the environment, build relationships with children, organize the daily program, and use routines and activities to promote children's development. This series of workshops introduces participants to typical development in the first three years of life as well as to the ways children are unique. Workshop 1 provides caregivers/teachers basic theories of child development. Many of the workshops in this *Trainer's Guide*, just as *The Creative Curriculum* itself, help participants to expand their knowledge of child development and apply it to their work with infants and toddlers.

Big Ideas

- Regardless of individual characteristics and family experiences, most children move sequentially through predictable stages of development.
- At each stage, children grow in their abilities and learn about themselves and their feelings, about others, about communicating, about moving and doing, and about thinking (emotional, social, language, physical, and cognitive development).
- Children differ in many ways, including personality, temperament, culture, rate of development, and learning style.
- Knowledge about developmental stages and the special characteristics of each child enables caregivers/teachers to develop responsive and trusting relationships and plan appropriate environments and experiences that promote children's growth and learning.



Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 100 **Theories and Theorists: What You Should Know** Activities: *Explaining Change in Human Development* *Patterns of Human Development* *Describing Children's Development: Who's Who in Child Development Theory* *Creating a Wall of Fame*	• Review the influence of theoretical perspectives on caregiving practice • Review basic patterns that describe human development • Describe main concepts underlying child development theory	Overheads: 1-1, "Principles of Human Development" 1-2, "Names to Know" Chart paper, markers, tape	60–90
Workshop 2 . . . . page 105 **Stages of Development: What to Expect** Activities: *What Is Child Development?* *Sorting Out Development* *Looking through the Curriculum*	• Discuss changes in development from birth through age three • Use this knowledge to help children grow and learn • Identify how developmental differences are addressed in *The Creative Curriculum*	Handouts: 2A–2C, "Snapshot Descriptions of Julio, Abby, and Valisha" 2D–2I, "How Caregivers/Teachers Promote Development" 2J, "How Very Young Children Grow and Learn" Overheads: 2–1, "How Infants and Toddlers Learn" 2–2, "Why Know Child Development?" *Journal*, pp. 27–28 *The Creative Curriculum* Chart paper, markers, tape	80–100

Overview (continued)

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 3 . . . page 110 **Understanding that Each Child Is Unique** Activities: *Thinking about Temperament* *Red Flags in the Morning* *Teachers Take Warning*	• Explore how children have different temperaments and personalities • Respond to each child based on an understanding of individual styles • Review warning signs of potential problems	Handout: 3A, "Red Flags in the Morning" Overheads 3-1, "Each Child is Unique" 3-2, "Children's Temperaments" 3-3, "Strategies for Addressing Special Needs" Video: *Flexible, Fearful, Feisty* (optional) *Journal*, pp. 29–30 Chart paper, markers, tape	60–90

Workshop 1. Theories and Theorists: What You Should Know

Activities	Participant Objectives	Materials	Time (minutes)
Explaining Change in Human Development *Patterns of Human Development* *Describing Children's Development: Who's Who in Child Development Theory* *Creating a Wall of Fame*	• Review the influence of theoretical perspectives on caregiving practice • Review basic patterns that describe human development • Describe main concepts underlying child development theory	Overheads 1-1, "Principles of Human Development" 1-2, "Names to Know" Chart paper, markers, tape	60-90

Note to Trainers:
This workshop presents basic theories and key principles of child development in a mini-lecture format. Important concepts that support the construct of the *Curriculum* are briefly described. Depending on your own knowledge and interests, you may wish to review the resources of the theorists and researchers referenced in the footnotes in Chapter 2 of the *Curriculum*, "Knowing Infants and Toddlers," for more detailed information.

Introducing the Workshop

- Explain that the purpose of the workshop is to identify major concepts and theorists cited in *The Creative Curriculum*. These concepts provide the framework of the *Curriculum* and are the basis for the decisions we make in our work with children.
- Point out that all curriculum planning begins with knowing children. The more information we have on child development, the better able we are to be responsive to children and families.

Activity: Explaining Change in Human Development

- Introduce the concept of nature vs. nurture (i.e., human development is determined by biological factors, such as genetics [nature] or environmental influences such as positive or negative experiences [nurture]).
- Write the following statement on chart paper (or on an overhead).

"How a child will grow and develop is determined by ..."

- ❖ Ask participants to work with a partner or in a small group to generate a list of responses to the statement.
- ❖ On a piece of chart paper, prepare two columns with the following headings: "Primarily Biological" and "Primarily Environmental." Invite participants to share their responses and identify the column for each response.
- ❖ Discuss the influence that quality child care practices have on children's development (e.g., proper hand washing decreases the likelihood of illness so that children are better able to engage in activities that support their growth and development; responsive care-giving stimulates children's sense of security and ultimately promotes their learning about themselves in relation to others).

Activity: Patterns of Human Development

- ❖ Reproduce and distribute a copy of Overhead 1-1, "Principles of Human Development." Encourage participants to use this as a guide to take notes.
- ❖ Introduce the idea of patterns of human development by discussing the following:

Human development is ongoing. Although developmental changes occur most rapidly within the first three years of life, development continues across the life span.

Changes in development are described as moving from simple to complex. As children get older, they combine many simple behaviors to produce complex activities (e.g., to play baseball you need to be able to throw, hit, problem solve, etc.).

Physical development is described as progressing from head to toe (cephalocaudal) **and from the center of the body outward** (proximodistal). Muscle control normally begins closest to the body's center and moves outward as the child matures. Most infants control head movements first.

Changes in human development are often described in terms of developmental milestones. Developmental milestones are norms, averages, or estimates that describe when a child will accomplish particular tasks such as walking. It is important to know that while typically developing children achieve all of these milestones, the rate at which they achieve them varies.

All children go through the same stages of development in sequential order but at their own pace. For example, infants learn to crawl before they learn to walk. However, each child reaches physical development milestones according to his/her own clock. For example, one infant can roll over at five months; another masters this skill at six months.

Major shifts in a specific area of development, such as how children perceive themselves in relation to others, are often identified as stages of development. Erik Erikson and Jean Piaget are two theorists whose concepts surrounding stages of development are discussed in *The Creative Curriculum*. Participants explore their theories in the following activity.

Activity: Describing Children's Development: Who's Who in Child Development Theory

- Reproduce and distribute a copy of Overhead 1-2, "Names to Know," to help guide the discussion on major theorists whose work underlies the *Curriculum* framework.

- State that some important theorists and researchers have helped us develop our knowledge of child growth and development. (As you go through each of these names, you might stop and ask participants what they know about each one.) These include:

Jean Piaget—a psychologist who spent more than 60 years observing, studying, and writing about how children think. Piaget taught that children see the world very differently from adults and that they actively construct their understanding of the world by interacting with people and objects.

According to Piaget, children go through four stages of intellectual development. During the first stage, sensorimotor development, infants and toddlers move and use their senses of touch, taste, hearing, sight, and smell to learn about the world around them.

At about 2 ½, children begin to enter the preoperational period, which lasts until about age seven. During this stage, they begin to use language and create mental images. They are egocentric and think that everyone thinks like they do, and that they have the power to control the world.

Note to Trainers:

Participants may be interested in knowing Piaget's other two stages of cognitive development. At about age seven, children enter the stage of concrete operations. They begin to learn to use symbolic representation and can classify and generalize and form cooperative interpersonal relationships. The fourth stage, called formal operations, begins at about age 12. In this stage, children are able to think abstractly and begin deductive thought. Values and ideals become important. Children begin to be future-oriented. Peer influence is great.

Erik Erikson—identified eight stages through which each person passes in the lifelong process of developing a sense of self. Infants develop trust when their physical and emotional needs are met promptly, consistently, and lovingly. Toddlers are developing autonomy. They stretch their wings and assert themselves, but at the same time, they need adults to set clear, firm limits.

Note to Trainers:

Participants may be interested in knowing all eight of Erikson's stages of man: The others are: Trust vs. Mistrust; Autonomy vs. Doubt; Initiative vs. Inferiority; Identity vs. Role Confusion; Intimacy vs. Isolation; Generativity vs. Stagnation; and Ego Integrity vs. Despair. You may want to put these on an overhead.

Stanley Greenspan—a psychiatrist and pioneer in the field of emotional development. He has charted six stages in children's emotional growth:

- Self-regulation and interest in the world (birth+)
- Falling in love (4 months+)
- Developing intentional communication (8 months+)
- Emergence of an organized sense of self (10 months+)
- Creating emotional ideas (18 months+)
- Emotional thinking: the basis for fantasy, reality, and self-esteem (30 months+)

Alexander Thomas and Stella Chess—these infant researchers identified three basic types of temperaments that many people in the field call "Flexible," "Fearful," and "Feisty." According to these infant researchers, when you are aware of a child's temperament, you can sometimes predict how that child may react and behave in certain types of situations. Temperament is explored in more detail in Workshop 3.

Margaret Mahler—a child psychiatrist who studied attachment and separation. She taught that children go through a process called a psychological birth. Physically separated from their mothers at birth, children spend the next three years developing a sense of themselves as individuals who are attached to, but separate from, their parents.

Activity: Creating a Wall of Fame

Note to Trainers:
Choose this activity if some of the participants have studied child development previously.

- ❖ State that many important theorists and researchers have helped us develop our knowledge of child growth and development. Ask participants to think of one theorist or researcher they admire or who has had an impact on what they do in their work with children and families.
- ❖ Tell participants that together they are going to build a wall of fame that will represent everyone who has influenced them.
- ❖ Demonstrate by describing your favorite theorist's work to the group. As you remark about the individual, write or draw the important words and images on a piece of construction paper (or prepare ahead of time). This poster is the beginning of your "Wall of Fame!"
- ❖ Next, divide participants into small groups, with each group including at least one participant knowledgeable about child development.
- ❖ Ask each group to share the most important points from the work of a theorist or researcher who has influenced them. Encourage the group to design a small poster illustrating the theorist's work for the Wall of Fame.

- When the groups are finished, have them add their information to the Wall of Fame you started with your example. Keep the Wall of Fame up throughout the training to refer back to when appropriate.

Closing

- Recall that all children go through the same stages of development in the same order, but at their own pace.
- Emphasize that understanding theories of child development helps us interpret children's behavior. For example, if a caregiver/teacher believes that genetics are the only factor guiding children's development, then he or she may not see the role that environmental influences, such as experience with stimulating toys, play in promoting development.
- Remind participants that there are Supplemental Resources in Appendix F and in Chapter 2 (footnotes) in the *Curriculum* if they would like to read more about child development.

Workshop 2. Stages of Development: What to Expect

Activities	Participant Objectives	Materials	Time (minutes)
What Is Child Development? *Sorting Out Development* *Looking through the Curriculum*	• Discuss changes in development from birth through age three • Use this knowledge to help children grow and learn • Identify how developmental differences are addressed in *The Creative Curriculum*	Handouts: 2A–2C, "Snapshot Descriptions of Julio, Abby, and Valisha" 2D–2I, "How Caregivers/Teachers Promote Development" 2J, "How Very Young Children Grow and Learn" Overheads: 2-1, "How Infants and Toddlers Learn" 2-2, "Why Know Child Development?" *Journal*, pp. 27–28 *The Creative Curriculum* Chart paper, markers, tape	80-100

Note to Trainers:
There are a number of excellent videos listed in the resource section of this *Trainer's Guide* that can be incorporated into these activities and provide good information on child development.

Introducing the Workshop

- ❖ Reinforce the idea that all curriculum planning begins with knowing children—how they grow and develop, what makes them unique, and the cultural context or family environment in which they develop.
- ❖ Recall that development and corresponding changes in children's ability are extremely rapid within the first three years of life.
- ❖ Note that children's development can be observed and described in terms of what children are learning about themselves and other people, their feelings, how they communicate, what they think, and how they move and manipulate objects.

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- Explain that in this workshop participants examine each area of development and use this knowledge constructively with infants and toddlers.

Activity: What Is Child Development? Creating a Portrait of Each Child in Your Care

Preparing for the Activity: Make enough copies of handouts 2B, 2C, and 2D, the "snapshot" descriptions of Julio, Abby, and Valisha. Each table will focus on one child. Keep in mind that each represents a young infant (Julio), mobile infant (Abby), or toddler (Valisha). As part of the activity you will ask participants to decide about how old the child is. For this reason, no age is written on the description.

- Introduce Overhead 2-1, "How Infants and Toddlers Learn"
- State that in *The Creative Curriculum for Infants & Toddlers*, we think of child development as knowing how children learn:

  - About themselves (emotional development)
  - About their feelings (emotional development)
  - About other people (social development)
  - To communicate (language development)
  - To move and do (physical development)
  - To think (cognitive development)

- Provide an overview of the six areas of development by highlighting the following points:

  - As very young children learn **about themselves**, they begin to create a picture of who they are, what they can do, and what they think and feel. It is a picture that will affect every area of their development. How parents and teachers respond to children helps shape this picture.
  - Parents' and teachers' interactions with infants and toddlers help shape children's emotional lives **(feelings)**. When adults and children are in emotional "sync" with each other—such as when an adult smiles and mirrors an infant's pleasure in making a sound with his rattle—the pathways in infants' and toddlers' brains that create emotions are reinforced.
  - A child's social development begins at birth. Infants and toddlers learn about relating to **other people** through their daily interactions with family members and other important adults. They see how people treat them and, through this, learn how to treat others.
  - During the period from infancy to toddlerhood, a child moves from **communicating** needs through crying to understanding language and communicating through words or sign language. By being around adults who communicate with them and encourage their efforts to communicate during these years, children learn hundreds of words, their meanings, and the rules for using them.
  - Very young children gradually gain control over large and small muscles, typically from head to toe and from the center of their bodies outward. Physical development

includes the acquisition of gross motor skills, fine motor skills, and coordination of movements. Infants' and toddlers' ability to explore and manipulate allows them to make discoveries, to make sense of their environments. Parents and teachers guide and support children's explorations and manipulations, ensuring their safety as they learn by **moving and doing**.

- Through their movements and their interactions with others, infants and toddlers learn all about their worlds **(thinking)**. They learn when they roll over, crawl around and over everything in their path, grasp a rattle, smell the grilled cheese sandwiches they're about to have for lunch, sit with an adult, and use the potty.

❖ Ask participants to form groups of six to eight.

❖ Give each group one of the "snapshot" descriptions of Julio, Abby, or Valisha (handouts 2A–2C.) Note that these are three of the children who are introduced on pages 16-18 of *The Creative Curriculum* and that they represent the three age categories: birth through 8 months (young infants); 8 to 18 months (mobile infants); and 18 to 36 months (toddlers). Each child in the handout falls in one of the three age groups.

❖ Based on the "snapshot" description, have participants brainstorm together what they think their child might be learning: about self (emotional development); about feelings (emotional development); about others (social development); about communicating (language development); about moving and doing (physical development); and about thinking (cognitive development).

❖ Provide each group with a large piece of chart paper and invite its members to display the results of their brainstorming. Suggest that one way to show this information might be to draw an outline of a child and identify his or her abilities in relationship to the body parts that are involved. Also ask the groups to estimate the child's age.

❖ Have the groups introduce their child to the other participants.

❖ Challenge participants to identify reasons for creating these portraits of children's development. Ask: "Why do you think it is important to know about child development? How do you use your knowledge in your program?"

❖ Introduce Overhead 2-2 "Why Know Child Development?" Build on participant responses to your previous questions, and highlight that all curriculum planning begins with knowing how children grow and develop. State that using our knowledge of child development enables us to set appropriate goals, plan and provide appropriate activities, set up the environment, and target our health and safety practices, as well as our caregiving strategies. Knowledge of child development also helps us to identify children with possible delays.

Activity: Sorting Out Development

Note to Trainers:
To prepare for the activity, cut the development cards as instructed on page 2 of handouts 2D–2I. You may wish to laminate them for multiple uses.

Handout 2J, used for the second part of this activity, is a two-page development chart. It is most easily read if it is duplicated on one 11" x 17" piece of paper or taped together so it can be viewed in its entirety.

- Ask participants to work in groups of six to eight people.
- Distribute handouts 2D–2I by providing each group with one set of development cards and the corresponding handout. Each group will receive one of the six categories of development.
- Have participants order development cards from least to most complex. Ask them to identify the differences in development for each age group and discuss how caregivers/teachers respond to children in light of these developmental differences. Have them document their ideas that correspond to each development card using the appropriate handout section: "What Caregivers/Teachers Do."
- Ask groups to rotate from table to table to review the other groups' responses.
- Distribute Handout 2J, the development chart entitled "How Very Young Children Grow and Learn." Give participants time to review the chart. Note that it is the whole picture of the development pieces or cards with which they have just worked.
- Discuss the content of the chart in terms of patterns of development and tasks that are typical for each of the three age groups. Where appropriate, relate to examples provided for Julio, Abby, and Valisha. Remind participants that the chart contains milestones or tasks that are estimates of when a child will acquire or demonstrate a specific skill. The information is meant to be viewed as a continuum with the pace of development depending on each child. Some will develop faster and others more slowly. Stress that development is a continuum and children develop at their own pace. Recall that milestones can be described in terms of simple to complex.
- Help participants review by asking what overall developmental capabilities and characteristics young infants, mobile infants, and toddlers experience in each area of development. Record responses on chart paper. Answers may include the following:
  - As young infants learn about themselves, their focus is strictly on themselves—moving and knocking things about, wanting their needs taken care of immediately.
  - As mobile infants learn to move and do, they try the same things over and over again—errors don't count (for example, they use a spoon and a cup, but spills occur often).
  - Toddlers typically want to do things for themselves and insist on trying even when they don't yet have the skills to be successful.
- Encourage participants to share additional thoughts concerning information in the chart.

- If time permits, have caregivers/teachers complete pp. 27–28 in the *Journal*, thinking about one child in their care: "What is the child learning about: self? feelings? other people? communicating? moving and doing? thinking?"

Activity: Looking through the Curriculum

Preparing for the Activity: Write the titles and page numbers of the following chapters on individual pieces of paper that participants will draw out of a box:

Chapter 7	Creating a Welcoming Environment, pp. 102, 107, 109
Chapter 8	Ensuring Children' Safety, pp. 120–121
Chapter 9	Promoting Children's Health, pp. 134–136,
Chapter 10	Guiding Children's Behavior, pp. 152–154
Chapter 11	Hellos and Good-byes, pp. 174–176
Chapter 16	Playing with Toys, pp. 226–229, 234–235

- Have participants form small groups and ask each group to draw a chapter title out of the box. Have them imagine they are preparing for a meeting with new parents. Their task is to show how their program is adapted to meet the changing needs and abilities of young infants, mobile infants, and toddlers.
- Encourage participants to use information from their group's particular chapter as well as their own expertise to prepare a presentation for the group.
- Following the presentations, note that each chapter in *The Creative Curriculum* addresses the changing needs and abilities of young infants, mobile infants, and toddlers.

Closing

- Review the following key points:
  - Human development changes more rapidly during the first three years of life than during any other time.
  - Children's development can be observed and described by looking at what children are learning about: themselves and their feelings (emotional development), others (social development), communicating (language development), moving and doing (motor development), and thinking (cognitive development).
  - Caregivers/teachers must have a solid understanding of child development and be able to apply this information to their program practice.
- Point out that child development is a large and complex subject and that they should not be concerned if they cannot remember all the material in these workshops. Reiterate that *The Creative Curriculum* was developed based on sound child development principles, and that they will learn more as they read through the book and apply what they learn in their everyday work with infants and toddlers.

Workshop 3. Understanding that Each Child Is Unique

Activities	Participant Objectives	Materials	Time (minutes)
Thinking about Temperament *Red Flags in the Morning Teachers Take Warning*	• Explore how children have different temperaments and personalities • Respond to each child based on an understanding of individual styles • Review warning signs of potential problems	Handout: 3A. "Red Flags in the Morning" Overheads: 3-1. "Each Child is Unique" 3-2. "Children's Temperaments" 3-3. "Strategies for Addressing Special Needs" *Journal*, pp. 29–30 Video: *Flexible, Fearful, Feisty* (optional) Chart paper, markers, tape	60–90

Note to Trainers:

The video—*Flexible, Fearful, and Feisty: The Different Temperaments of Infants and Toddlers*—is an excellent resource for this workshop. For a description and information, see the Resources section in the *Trainer's Guide*. If the video is not available, we have included a more detailed discussion on temperament that you may wish to use.

Introducing the Workshop

- Note that every child is an individual with particular characteristics. It is important to learn not only how all children grow and develop, but about the special characteristics of each child.
- Review the idea that development varies from child to child as the result of biological factors such as health, and from environmental influences, such as positive relationships with adults.
- Explain that the purpose of the workshop is to examine and learn to recognize the different temperamental traits of children in order to respond appropriately and individually to each child.

Activity: Thinking about Temperament

- Ask participants to think of a young child, such as a child in their program, their own child, a niece, or grandchild. With this child in mind, ask participants to answer the first question on page 29 in the *Journal*: "What interests, needs, and learning styles make this child different from other children in your program?"

- After answering this question, ask participants to share responses with others at their table.

- Have participants generate a list of interests, needs, and learning styles. Ask a recorder at each table to list this information on chart paper.

- Ask participants to think of ways that these interests, needs, and learning styles influence how a child responds to everyday experiences in child care.

- Explain that infant researchers Alexander Thomas and Stella Chess have identified three basic types of temperaments that the California Department of Education/WestEd has named "Flexible," "Fearful," and "Feisty." Point out that awareness of a child's temperament sometimes makes it possible to predict how that child may react and behave in certain types of situations. For example, it might be possible to predict that a child needs extra time to warm up to a new caregiver/teacher, or that another child might cry when he is startled. Ask participants to provide other examples.

- Show the video *Flexible, Fearful, and Feisty: The Different Temperaments of Infants and Toddlers*. The video defines temperament and describes nine traits of temperaments: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. The video shows examples of how the traits manifest themselves in infants and toddlers; it also provides caregiving techniques specific to particular temperaments.

Note to Trainers:

If the video is not available, you may choose to use Overhead 3-1: "Each Child Is Unique" and guide the discussion using the following points: Temperament is a part of personality; it describes general characteristics of an individual in terms of how he or she responds to people and things. Temperament includes the following nine traits:

- **Activity level—the amount of movement and bodily activity a child displays**
- **Regularity of eating, sleeping, and toileting—the child's biorhythms**
- **Approach/withdrawal when responding to a new situation, new people, or new things**
- **Frequency of mood shifts**
- **Intensity of reactions—how intensely the child expresses feelings**
- **Sensitivity to stimuli such as noise or light**
- **Adaptability—how easily the child adapts to changes of routines or new situations**
- **Distractibility—how easily the child is distracted from an activity**
- **Persistence—attention span; "stick-to-itive-ness"**

Highlight the fact that while temperament is biologically based it can be affected by a child's environment, especially in terms of interactions with primary caregivers. For example, if a child has difficulty adjusting to change and he is being cared for by a caregiver/teacher who thrives on change, the child may appear to be cranky, easily upset, and needy.

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- Review temperament traits of "flexible," "feisty," and "fearful" children using Overhead 3-2. Then have participants complete the second question on p. 29 and the first question on p. 30 of the *Journal*:
  - How would you describe this child's temperament?
  - Is this child generally flexible? Cautious or fearful? Feisty, active, or intense?
  - How will you use this information for each child?

- After they have completed these questions, invite participants to share their responses with the others at their table.

- Ask participants at each table to work together to identify ways to respond to children of various temperaments.

- Invite each group to share specific strategies for working with children who tend to be flexible, fearful, and feisty.

- Point out that these three categories account for many but not all children. Remind participants that each person—child and adult—could be considered flexible, fearful, and feisty at different times.

- Note also that children don't fall into neat categories. Caregivers/teachers must be ready to respond to them in different ways at different times.

Activity: Red Flags in the Morning: Teachers Take Warning

- Distribute Handout 3A, "Red Flags in the Morning: Teachers Take Warning." Explain that even though there are ranges of what is considered typical development in young children (i.e., individual differences in when and how a child will obtain a particular skill), caregivers/teachers should learn to be aware of atypical development. Knowledge of child development promotes an awareness of "red flags" that may identify special needs in infancy (when intervention can be most helpful).

- After participants have had time to review the handout, ask: What steps might you take if you see any of these warning signs?

- Ask if any participants have children with special needs in their programs. If so, what are some of the strategies they use in working with the children and their families?

- After the discussion, review information on Overhead 3-3, "Strategies for Addressing Special Needs." (You might also refer participants to pp. 43–44 in the *Curriculum* where this information is discussed.) State that the following suggestions apply to all infants and toddlers but may be particularly helpful with a child who has a diagnosed disability.

  See children as children first—All children have special needs. It is important to learn about each child's strengths and interests first, then about the disability. The goal is for all children to feel included and successful.

Learn about the effects of a specific disability—This information is necessary for adapting the environment, equipment, materials and activities, routines, or the daily schedule to meet the child's special needs.

Understand the child's IFSP—Every infant or toddler with a disability should have an individualized family service plan (IFSP). IFSPs contain information on the child's current skills and emerging abilities, the desired developmental outcomes for the child and family, and specific developmental objectives that allow for tracking progress.

Work closely with children's families—Parents of a child with disabilities are the greatest sources of support and information.

Set goals and work with a specialist(s)—Early intervention teams work with each child and family to set and achieve goals. Caregivers/teachers are important members of this team.

Encourage but do not force independence—Some children may need extra support to develop skills and self-confidence.

Learn about "Part C"—Become aware of the requirements of federal legislation for the education of children with disabilities. Since 1990, states have been able to use federal funds to offer early intervention services to children from birth to age three with disabilities and their families, under the "Part C" provision of the law.

Note to Trainers:

The 1997 reauthorization of The Individuals with Disabilities Education Act reclassified "Part H" as "Part C." The first printing of *The Creative Curriculum* references "Part H." All other editions have been changed to reflect "Part C."

Closing

- Remind participants that becoming attuned to a child's temperament will help them better understand and be able to respond to the child's behavior and needs. Emphasize, however, that flexible, fearful, and feisty are useful terms to describe temperament, but that not all children fit neatly into one of these categories.
- Refer participants to Appendix E, "Intervention Resources," if they have concerns about a child with atypical development or special needs.
- Remind participants that most communities offer a range of programs/services for children with special needs and their families.

PRINCIPLES OF HUMAN DEVELOPMENT

- Human development is ongoing.

- Changes in development are described as moving from simple to complex.

- Physical development is described as progressing from head to toe and from the center of the body outward.

- Changes in human development are often described in terms of developmental milestones.

- All children go through the same stages of development in sequential order but at their own pace.

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NAMES TO KNOW

- **Piaget**
- **Erikson**
- **Greenspan**
- **Mahler**
- **Thomas and Chess**

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Snapshot Description

Julio Gonzales

Julio is lying on a floor quilt near Linda, his caregiver/teacher. He has just arrived at the center and is responding to the peaceful surroundings of the infant room by keeping a relaxed posture, staring intently at Linda's face, and smiling. Linda has placed a rattle and a plastic cup within Julio's reach, and he turns his head to look at them. Reaching for the rattle, he struggles briefly, then successfully grasps the toy and pulls it to his mouth. While sucking on the toy, Julio makes a soft gurgling sound. Linda responds to Julio's sound by making a similar sound. Julio looks up at his caregiver's face, drops the rattle, and smiles. Julio's smile turns suddenly to a look of discomfort. He begins to squirm; his arms and legs begin to move. Linda smiles and softly says, "You are hungry. It's about time for a bottle." Linda stands up, picks Julio up, and gently places him in an upright position, across her chest. Julio holds his head up independent of any support. Together they go to prepare a bottle for Julio.

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Snapshot Description

Abby Kennedy

Abby is walking around the backyard with a stiff gait, her legs spread far apart and arms in front of her. Abby suddenly sees a caterpillar on the ground. She stops and bends down in a squatting position. Abby looks at the caterpillar and calls out "Ook! Ook!" Brooks, understanding Abby's attempt to say her name, walks over to see the new discovery. Brooks positions herself on the ground next to Abby. Abby looks at Brooks and smiles; she is comforted by her closeness. Abby proceeds to point to the caterpillar, she extends her index finger, touches the caterpillar, and says, "Ice, ice" (nice, nice). Brooks supports Abby's response by repeating the word nice and then extends the experience by describing the caterpillar as soft, black, and moving slowly. Mollie, another child in the family child care program, approaches Brooks and Abby. Abby, upon seeing Mollie yells, "Mine!" Brooks assures Abby that the caterpillar belongs to the garden and that Mollie won't take it away. Together they watch the caterpillar crawl slowly into the grass and disappear.

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Snapshot Description

Valisha Curtis

Valisha and her twin sister Jonisha are playing on the couch in their caregiver/teacher La Toya's living room. Valisha has collected several baby dolls and is pretending that she is the mother. Jonisha is the babies' sister and, according to Valisha, has broken one of the babies' dishes. Valisha tells her sister that she is bad and that she must go away. Jonisha screams, "No! No!" La Toya approaches the twins and suggests that they think of another game because this one is upsetting Jonisha. Valisha says, "No, Jisha bad!" Looking at her sister, Valisha hits her with one of the dolls. La Toya quickly grabs the doll, and wraps her arm around Jonisha, who is crying. La Toya tells Valisha, "You need to use your words. Look at how sad your sister is. What can we do to make her feel better?" Valisha turns to look at her sister, who is still crying. She is suddenly concerned that her sister is upset and runs to get Jonisha's special blanket. Valisha gives the blanket to her sister and then runs to gather up her baby dolls. La Toya calls out to her, "Thank you for helping," and walks with Jonisha to set up for snack.

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How Caregivers/Teachers Promote Emotional Development

	What Infants and Toddlers Are Learning about Themselves	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 2D, page 1.

- Developing concept of trust—learning whether the world is good and satisfying, painful, or uncertain
- Depends on social interactions with familiar adults
- Enjoys being rocked, played with, talked and sung to
- Makes sounds to get attention
- May begin to assert independence by pushing away bottle, pulling at diaper when being changed, grabbing for spoon when being fed

About Themselves

- Becoming more aware of own body and its parts—time of self-discovery
- Responds to own name, begins to use *me, you,* and *I*
- Smiles at reflection in mirror
- Looks at, goes over to touch familiar adults while playing
- Shows competence and pride in accomplishment (e.g., fitting triangle into shape box and clapping)
- Starting to show autonomy, independence (may push away hand of adult helping with puzzle)
- Becoming more goal-oriented (e.g., goes after object across room)

About Themselves

- Developing sense of exploration, independent learning—can do things for and by self
- Looks to caregiver for comfort, at times may comfort caregiver
- Developing positive self-concept as begins to view self as separate individual
- Shows strong sense of self ("I wanna" stage, everything "mine")
- Starts to assert independence, uses "no" with frequency

About Themselves

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How Caregivers/Teachers Promote Emotional Development

	What Infants and Toddlers Are Learning about Their Feelings	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 2E, page 1.

- Becoming more responsive: smiles, shows pleasure when talked to
- Recognizes, may demonstrate preference for primary caregiver
- Expresses discomfort by crying, tensing body
- Lifts arms to let adult know he wants to be picked up, comforted
- May withdraw, cry when stranger approaches

About Feelings

- Growing awareness of, interest in familiar people other than primary caregiver
- Communicates emotions by gesturing, making sounds
- May show discomfort when separated from primary caregiver
- Goes to adult for help when frustrated
- Shows affection for caregiver—smiles at, hugs, pats, leans against
- Demonstrates pride in new accomplishments
- Struggles to balance dependent, independent needs

About Feelings

- Becoming aware of others' emotions, expresses own emotions—quick to pick up on adults' fears, anxieties
- Uses words to communicate emotions (e.g., "Me did it!" after using potty)
- Plays, interacts with other children but has difficulty sharing
- Puts away toys upon request
- May cry or kick in anger or frustration

About Feelings

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How Caregivers/Teachers Promote Social Development

	What Infants and Toddlers Are Learning about Others	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 2F, page 1.

- Developing knowledge and strong bonds of attachment to immediate family and familiar people
- Depends on adults to meet basic needs
- Listens attentively to caregiver when being fed or changed—learning from interactions with primary caregiver
- Beginning to communicate non-verbally (e.g., stretches arms when wanting to be picked up or played with)

About Others

- May cry when unfamiliar adults approach ("stranger anxiety")
- Becoming interested in and enjoying the company of other familiar people
- Grabs onto caregiver's hand or leg when frightened
- May imitate what other children and adults do

About Others

- Beginning to be aware of others' feelings, actions
- Wants to "take care of" other children (e.g., hold cup to mouth of child who cannot do it independently, gently pats child who is crying)
- May enjoy small-group activities for short periods
- May not know how to express strong feelings—may bite, hit, kick
- Eager to snuggle up beside adult, listen to story, look at picture books
- Able to play alone (solitary play) in company of others
- Able to play alongside other child with no interchange (parallel play)

About Others

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How Caregivers/Teachers Promote Language Development

	What Infants and Toddlers Are Learning about Communicating	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 2G, page 1.

- Uses crying as first step in communicating
- Uses facial expressions, gestures, sounds to establish contact with adults (smiling, gurgling, cooing)
- Responds to verbal, non-verbal commands (e.g., looks up when name is called, opens mouth as adult offers spoonful of food or bottle)
- Beginning to babble, imitate adults' tones, inflections

About Communicating

- Knows, understands more than can verbalize
- Uses non-verbal gestures to communicate wants, needs
- Repeats familiar words, says a few recognizable words, usually names of people and important things
- Makes gestures, such as waving good-bye, blowing on food when adult cautions it is hot
- Creates long babble sentences with great expression
- Beginning to call caregivers by name

About Communicating

- Uses single words to identify objects, convey desires, such as "bottle"
- Starting to put words together to express a thought, such as "me do"
- Expresses needs, thoughts without words, such as by tugging on pants to indicate need to go to bathroom
- Responds to verbal, non-verbal commands, such as "Bring the book to me, please"

About Communicating

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How Caregivers/Teachers Promote Physical Development

	What Infants and Toddlers Are Learning about Moving and Doing	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 2H, page 1.

- Responds reflexively to environment, such as turning when cheek is touched, sucking on nipple
- Begins to control head without support, rolls from back to side, back to front, creeps or inches forward and backward, sits alone
- Begins to develop fine motor skills by using fingers, hands (e.g., tastes what she touches)
- Developing gross-motor control, may begin to crawl as early as 7 months, shakes rattle, makes sounds

About Moving and Doing

- Beginning to walk when led or alone
- Explores, moves by creeping, crawling, pulling self up, walking
- Beginning to coordinate eye and hand movements (e.g., putting toys in bucket, peeling half a banana)
- Beginning to feed himself finger foods, hold cup
- Cooperates in dressing, taking off shoes, socks

About Moving and Doing

- Learning to run, walk up and down stairs, kick ball (gross motor skills)
- Takes things apart, puts back together, scribbles, turns pages of book (fine motor skills)
- Developing competence to manipulate objects, able to feed self
- Growing more independent, beginning to undress, dress self, wash hands, brush teeth
- May be unpredictable, act impulsively as moves, explores

About Moving and Doing

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How Caregivers/Teachers Promote Cognitive Development

	What Infants and Toddlers Are Learning about Thinking	What Caregivers/Teachers Do
Young Infants (birth to 8 months)		
Mobile Infants (8 to 18 months)		
Toddlers (18 to 36 months)		

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Development Cards for Activity—Sorting Out Development

Instructions: Cut into three cards to go along with Handout 21, page 1.

- Learning to make sense out of world—sensory motor exploration, interaction with environment
- Learning as moves, uses several senses at once—touch, taste, hearing, sight, smell
- Beginning to discriminate, identify familiar faces, shapes
- Applies knowledge to new situation (e.g., shaking stuffed animal in same way as rattle to hear noise)
- Beginning to develop strategies to solve problems (e.g., using hands to steady self when sitting, reaching for toy)

About Thinking

- Beginning to realize objects exist when out of sight and looks for them (object permanence)
- Learns through play; practices newly acquired skill over and over (e.g., fills bucket with pop beads and dumps out repeatedly)
- May point to picture in book and look to adult for name of object
- Able to stare, focus for long periods to gain information

About Thinking

- Learns through exploration, discovery; seizes, inspects every new object
- Beginning to use language and mental images in thinking (e.g., can separate from family more easily, can create mental image of family)
- Believes everyone thinks like she does and that she has power to control world—egocentric (e.g., tries to make traffic stop by yelling "Stop!")
- May ask many "why" questions repeatedly

About Thinking

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How Very Young Children Grow and Learn

What Infants and Toddlers Are Learning About...

	Themselves (Emotional Development)	Their Feelings (Emotional Development)	Others (Social Development)
Young Infants (birth to 8 months)	• Developing concept of trust—learning whether the world is good and satisfying, painful, or uncertain • Depends on social interactions with familiar adults • Enjoys being rocked, played with, talked and sung to • Makes sounds to get attention • May begin to assert independence by pushing away bottle, pulling at diaper when being changed, grabbing for spoon when being fed	• Becoming more responsive, smiles, shows pleasure when talked to • Recognizes, may demonstrate preference for primary caregiver • Expresses discomfort by crying, tensing body • Lifts arms to let adult know he wants to be picked up, comforted • May withdraw, cry when stranger approaches	• Developing knowledge and strong bonds of attachment to immediate family and familiar people • Depends on adults to meet basic needs • Listens attentively to caregiver when being fed or changed—learning from interactions with primary caregiver • Beginning to communicate non-verbally (e.g., stretches arms when wanting to be picked up or played with)
Mobile Infants (8 to 18 months)	• Becoming more aware of own body and its parts—time of self-discovery • Responds to own name, begins to use me, you, and I • Smiles at reflection in mirror • Looks at, goes over to touch familiar adults while playing • Shows competence and pride in accomplishment (e.g., fitting triangle into shape box and clapping) • Starting to show autonomy, independence (may push away hand of adult helping with puzzle) • Becoming more goal-oriented (e.g., goes after object across room)	• Growing awareness of, interest in familiar people other than primary caregiver • Communicates emotions by gesturing, making sounds • May show discomfort when separated from primary caregiver • Goes to adult for help when frustrated • Shows affection for caregiver—smiles at, hugs, pats, leans against • Demonstrates pride in new accomplishments • Struggles to balance dependent, independent needs	• May cry when unfamiliar adults approach ("stranger anxiety") • Becoming interested in and enjoying the company of other familiar people • Grabs onto caregiver's hand or leg when frightened • May imitate what other children and adults do
Toddlers (18 to 36 months)	• Developing sense of exploration, independent learning—can do things for and by self • Looks to caregiver for comfort, at times may comfort caregiver • Developing positive self-concept as begins to view self as separate individual • Shows strong sense of self ("I wanna" stage, everything "mine") • Starts to assert independence, uses "no" with frequency	• Becoming aware of others' emotions, expresses own emotions—quick to pick up on adults' fears, anxieties • Uses words to communicate emotions (e.g., "Me did it!" after using potty) • Plays, interacts with other children but has difficulty sharing • Puts away toys upon request • May cry or kick in anger or frustration	• Beginning to be aware of others' feelings, actions • Wants to "take care of" other children (e.g., hold cup to mouth of child who cannot do it independently, gently pats child who is crying) • May enjoy small-group activities for short periods • May not know how to express strong feelings–may bite, hit, kick • Eager to snuggle up beside adult, listen to story, look at picture books • Able to play alone (solitary play) in company of others • Able to play alongside other child with no interchange (parallel play)

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How Very Young Children Grow and Learn

What Infants and Toddlers Are Learning About...

Communicating (Language Development)	Moving and Doing (Physical Development)	Thinking (Cognitive Development)	
• Uses crying as first step in communicating • Uses facial expressions, gestures, sounds to establish contact with adults (smiling, gurgling, cooing) • Responds to verbal, non-verbal commands (e.g., looks up when name is called, opens mouth as adult offers spoonful of food or bottle) • Beginning to babble, imitate adults' tones, inflections	• Responds reflexively to environment, such as turning when cheek is touched, sucking on nipple • Begins to control head without support, rolls from back to side, back to front, creeps or inches forward and backward, sits alone • Begins to develop fine motor skills by using fingers, hands (e.g., tastes what she touches) • Developing gross-motor control, may begin to crawl as early as 7 months, shakes rattle, makes sounds	• Learning to make sense out of world—sensory motor exploration, interaction with environment • Learning as moves, uses several senses at once—touch, taste, hearing, sight, smell • Beginning to discriminate, identify familiar faces, shapes • Applies knowledge to new situation (e.g., shaking stuffed animal in same way as rattle to hear noise) • Beginning to develop strategies to solve problems (e.g., using hands to steady self when sitting, reaching for toy)	**Young Infants** (birth to 8 months)
• Knows, understands more than can verbalize • Uses non-verbal gestures to communicate wants, needs • Repeats familiar words, says a few recognizable words, usually names of people and important things • Makes gestures, such as waving good-bye, blowing on food when adult cautions it is hot • Creates long babble sentences with great expression • Beginning to call caregivers by name	• Beginning to walk when led or alone • Explores, moves by creeping, crawling, pulling self up, walking • Beginning to coordinate eye and hand movements (e.g., putting toys in bucket, peeling half a banana) • Beginning to feed himself finger foods, hold cup • Cooperates in dressing, taking off shoes, socks	• Beginning to realize objects exist when out of sight and looks for them (object permanence) • Learns through play; practices newly acquired skill over and over (e.g., fills bucket with pop beads and dumps out repeatedly) • May point to picture in book and look to adult for name of object • Able to stare, focus for long periods to gain information	**Mobile Infants** (8 to 18 months)
• Uses single words to identify objects, convey desires, such as "bottle" • Starting to put words together to express a thought, such as, "me do" • Expresses needs, thoughts without words, such as by tugging on pants to indicate need to go to bathroom • Responds to verbal, non-verbal commands, such as, "Bring the book to me, please"	• Learning to run, walk up and down stairs, kick ball (gross motor skills) • Takes things apart, puts back together, scribbles, turns pages of book (fine motor skills) • Developing competence to manipulate objects, able to feed self • Growing more independent, beginning to undress, dress self, wash hands, brush teeth • May be unpredictable, act impulsively as moves, explores	• Learns through exploration, discovery; seizes, inspects every new object • Beginning to use language and mental images in thinking (e.g., can separate from family more easily, can create mental image of family) • Believes everyone thinks like she does and that she has power to control world—egocentric (e.g., tries to make traffic stop by yelling "Stop!") • May ask many "why" questions repeatedly	**Toddlers** (18 to 36 months)

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HOW INFANTS AND TODDLERS LEARN

- **About themselves–emotional development**
- **About their feelings–emotional development**
- **About other people–social development**
- **To communicate–language development**
- **To move and do–physical development**
- **To think–cognitive development**

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WHY KNOW CHILD DEVELOPMENT?

- To form basis for curriculum planning
  - Set appropriate goals
  - Provide appropriate activities
- To guide setting up environment
- To help target safety and health practices
- To match caregiving strategies
- To have realistic expectations
- To identify children with delays

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Red Flags in the Morning: Teachers Take Warning

Developmental Watch—for the second to fourth weeks of life

- Sucks poorly and feeds slowly
- Doesn't blink when shown a bright light
- Doesn't focus and follow a nearby object moving side to side
- Rarely moves arms and legs; seems stiff
- Seems excessively loose in the limbs, or floppy
- Lower jaw trembles constantly, even when not crying
- Doesn't respond to loud sounds

Developmental Watch—ages one to three months

- Doesn't seem to respond to loud sounds
- Doesn't notice his hands by two months
- Doesn't smile at the sound of your voice by two months
- Doesn't follow moving objects with his eyes by two to three months
- Doesn't grasp and hold objects by three months
- Doesn't smile at people by three months
- Cannot support his head well at three months
- Doesn't reach for and grasp toys by three to four months
- Doesn't babble by three to four months
- Has trouble moving one or both eyes in all directions
- Crosses his eyes most of the time (Occasional crossing of the eyes is normal in these first months.)
- Doesn't pay attention to new faces, or seems very frightened by new faces or surroundings

Developmental Watch—ages four through seven months

- Still has Moro reflex after four months (If baby's head shifts position abruptly or falls backwards, or baby is startled by something loud or abrupt, he will react by throwing out his arms and legs and extending his neck, then rapidly bringing his arms together as he cries loudly.)

Source: The American Academy of Pediatrics. *Caring for Your Baby and Young Child: Birth to Age 5: The Complete and Authoritative Guide.* New York: Bantam Books, 1994, pp. 147, 180, 200–201, 237, 264.

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- Doesn't bring objects to his mouth by four months
- Begins babbling, but doesn't try to imitate any of your sounds by four months
- Doesn't push down with his legs when his feet are placed on a firm surface by four months
- Still has the tonic neck reflex at four to five months (When the baby's head turns to one side, his arm on that side will straighten, with the opposite arm bent as if he is fencing.)
- Seems very still, with tight muscles
- Seems very floppy, like a rag doll
- Head still flops when body is pulled up to a sitting position
- Reaches with one hand only
- Refuses to cuddle
- Shows no affection for the person who cares for him
- Doesn't seem to enjoy being around people
- One or both eyes consistently turn in or out
- Persistent tearing, eye drainage, or sensitivity to light
- Does not respond to sounds around him
- Has difficulty getting objects to his mouth
- Does not turn his head to locate sounds by four months
- Doesn't roll over in either direction (front to back or back to front) by five months
- Seems inconsolable at night after five months
- Doesn't smile spontaneously by five months
- Cannot sit without help by six months
- Does not laugh or make squealing sounds by six months
- Does not actively reach for objects by six to seven months
- Doesn't follow objects with both eyes at near (1 foot) and far (6 feet) ranges by seven months
- Does not bear some weight on legs by seven months
- Does not try to attract attention through actions by seven months

Developmental Watch—ages eight through twelve months

- Does not babble by eight months
- Shows no interest in games of peek-a-boo by eight months

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- Does not crawl
- Drags one side of body while crawling (for over one month)
- Cannot stand when supported
- Does not search for objects that are hidden while he watches
- Says no single words ("mama" or "dada")
- Does not learn to use gestures, such as waving or shaking head
- Does not point to objects or pictures

Developmental Watch—the second year of life

- Cannot walk by 18 months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks exclusively on his toes
- Does not speak at least 15 words by 18 months
- Does not use two-word sentences by age two
- Does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon) by 15 months
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age two
- Cannot push a wheeled toy by age two

Developmental Watch—age two to three years

- Frequent falling and difficulty with stairs
- Persistent drooling or very unclear speech
- Inability to build a tower of more than four blocks
- Difficulty manipulating small objects
- Inability to copy a circle by age three
- Inability to communicate in short phrases
- No involvement in "pretend" play
- Failure to understand simple instructions
- Little interest in other children
- Extreme difficulty separating from mother

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EACH CHILD IS UNIQUE

- **Activity level**
- **Regularity of eating, sleeping, toileting**
- **Approach/withdrawal from people or things**
- **Frequency of mood shifts**
- **Intensity of reactions**
- **Sensitivity to stimuli**
- **Adaptability**
- **Distractibility**
- **Persistence**

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CHILDREN'S TEMPERAMENTS

Flexible

- Regular rhythms
- Positive mood
- Adaptability
- Low sensitivity

Fearful (or cautious)

- Adapt slowly
- Withdrawn

Feisty (or active or intense)

- Active
- Intense
- Distractable
- Sensitive
- Irregular
- Moody

Terms flexible, fearful and feisty from *The Program for Infant/Toddler Caregivers* developed by the California Department of Education/West Ed

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STRATEGIES FOR ADDRESSING SPECIAL NEEDS

- See children as children first
- Learn about the effects of a specific disability
- Understand the child's "IFSP"
- Work closely with children's families
- Set goals and work with a specialist
- Encourage but do not force independence
- Learn about "Part C"

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Part Two

V

Observing Infants and Toddlers

Purpose of This Workshop Series

Adults watch children constantly. They observe what children do, their efforts to communicate, how they react to different materials and experiences, and how they respond to others. The ability to observe and interpret the behavior of infants and toddlers is central to a caregiver/teacher's ability to learn about each child as an individual, to respond appropriately, and thus to provide high-quality care.

This series of workshops will show how to make time to conduct ongoing observations of children and record the information in a systematic way. Participants will practice the skills involved in observing and documenting their observations objectively and factually.

Big Ideas

- Observation is one of the best ways for caregivers/teachers to get to know each child as an individual.
- The ability to observe infants and toddlers and document these observations is central to providing high-quality care.
- In order to be useful, observations should be objective and factual and should be recorded over time.
- Observing what infants and toddlers do enables caregivers/teachers to learn where children are in their development and to determine what they need to continue to grow and learn.

Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

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Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 page 143 **Why Observe Children?** Activities: *Penny Exercise* *Brainstorm Purposes* *Viewing the Video*	• Identify the purposes of observing children • Explore the advantages of focused observations	*Journal*, p. 56 Video: *Observing Young Children: Learning to Look, Looking to Learn* Chart paper, markers	30–45
Workshop 2 page 146 **Getting the Facts, Just the Facts** Activities: *Distinguishing Facts from Judgments* *Practicing Observations*	• Describe the difference between objective and subjective observations • Record factual and accurate observations of children	Handouts: 2A, "Observing for the Facts, Just the Facts" 2B, "Guidelines for Accurate and Objective Recording" 2C, "Red Flag Words" 2D, "Observation Forms" (blank) *The Creative Curriculum*, pp. 89–93 Video: *Observing Young Children: Learning to Look, Looking to Learn* or video focusing on one or two children Chart paper, markers	45–60

Workshop 1. Why Observe Children

Activities	Participant Objectives	Materials	Time (minutes)
Penny Exercise *Brainstorm Purposes* *Viewing the Video*	• Identify the purposes of observing children • Explore the advantages of focused observations	*Journal*, p. 56 Video: *Observing Young Children: Learning to Look, Looking to Learn* Chart paper, markers	30–45

Introducing the Workshop

- ❖ Ask participants how often they observe children. Point out that because caregivers/teachers constantly watch what all of the children are doing, they may feel they don't have to make time to specifically observe each child.
- ❖ Explain that the purpose of the workshop is to consider the need for and benefits of purposeful and regular observation.

Activity: Penny Exercise

- ❖ Explain that the first activity is to be done individually and participants may not talk to one another, look at what anyone else is doing, or take out any objects that might help them.
- ❖ Ask participants to draw two large circles on a piece of paper. In one circle, they should draw everything they can remember about the head of a penny. In the other circle, draw the tail side of a penny.
- ❖ After an appropriate amount of time, ask each participant to share his or her drawing with a partner to see if the partner can add any more details to the penny.
- ❖ Ask if participants were able to add more details when they shared.
- ❖ Finally, tell participants they can now take out a penny and compare it to their drawings to see what other details they can add.
- ❖ Process the exercise posing questions such as the following:
  - How many pennies do you think you have looked at during your lifetime?

- Why were you not able to recall all the details?
- Did it help to share ideas with one other person? With several people?
- What does this have to do with observing young children?
- Would it have helped if I had asked you to look closely at a penny before I asked you to draw it from memory?

❖ Point out the value of observing with a purpose in mind compared to only observing informally.

Variation: In addition to the penny activity, another way to highlight the value of careful observation is to have people pair up and look closely at each other. Then ask them to turn back to back and have each person change two things (e.g., move a watch to the other hand, take off a scarf, and so on). Have them turn to their partner and identify what was changed. Next have them change five things. Discuss the importance of looking closely with purpose and going beyond what is obvious.

Activity: Brainstorm Purposes

❖ Organize participants in table-groups. Ask each group to identify a recorder.

❖ Ask members of each group to think of all the reasons for observing children. When you feel participants are ready, take one idea from each group until all ideas are listed. Highlight points such as the following:

- To learn about each child's special interests, development, and needs
- To measure children's growth and development over time
- To evaluate how well the environment is working and whether changes are needed
- To address a challenging behavior by learning more about when it happens and why
- To be able to discuss children's progress with families or specialists

❖ Conclude by discussing the particular importance of being a good observer in working with infants and toddlers. Explain that caregivers/teachers have to be able to interpret what a non-verbal child is trying to communicate in order to respond appropriately. Also, with very young children, the curriculum is built from seeing how a child reacts and following a child's lead.

Activity: Viewing the Video

❖ The first part of the video, *Observing Young Children, Learning to Look, Looking to Learn,* provides an overview of the three purposes for observing:

- To learn about each child
- To measure children's progress
- To evaluate the program and improve it

- Before showing the segment, write these three purposes on chart paper and relate the ideas the group generated to those they will see in the video. Then show the video.
- Invite participants to share their reactions to the video. Ask if they observe for any of these reasons, and encourage them to share their experiences.
- If time allows, you may want to consider also showing the last segment of the video (on family-style dining), which demonstrates many of the purposes for observing.

Closing

- Review any points you feel need to be reinforced about the importance of observing.
- Ask participants to take a few minutes to respond to the questions on p. 56 of the *Journal*.
  - Do you observe the children in your program regularly (daily, weekly, etc.)? If so, how does observing help you in your work?
  - If your answer to the above question is no, what steps can you take to observe more regularly?
- Have participants think about one thing they learned that they will apply in their work. Invite anyone to share.

Workshop 2. Getting the Facts, Just the Facts

Activities	Participant Objectives	Materials	Time (minutes)
Distinguishing Facts from Judgments *Practicing Observations*	• Describe the difference between objective and subjective observations • Record factual and accurate observations of children	Handouts: 2A, "Observing for the Facts, Just the Facts" 2B, "Guidelines for Accurate & Objective Recording" 2C, "Red Flag Words" 2D, "Observation Forms" (blank) *The Creative Curriculum*, pp. 89–93 Video: *Observing Young Children: Learning to Look, Looking to Learn* or video focusing on one or two children Chart paper, markers	45–60

Note to Trainers:
If possible, prior to the workshop prepare a videotape that focuses on one or two children at different times of the day that you can use for the Practicing Observations activity. Having everyone view the same scenes and then compare their observation notes is an excellent way to teach the importance of objective, accurate, and factual recordings. Alternatively, you can use the scene in the video, *Observing Young Children: Learning to Look, Looking to Learn*, where a provider is reading a book to a small group of children. Prior to the workshop, set the tape to this scene, which comes toward the end of the video.

Introducing the Workshop

- ❖ Discuss the idea that good observations are objective and factual rather than subjective. Becoming a good observer means learning the skills to watch closely and document exactly what you see happening.
- ❖ Explain that in this workshop participants will be doing some practice observations to sharpen their skills.

Activity: Distinguishing Facts from Judgments

- Distribute Handout 2A, "Observing for the Facts, Just the Facts." Review the three examples on the first page.
- Suggest that participants take a few minutes to read over the four examples on the second page, identify any sections that are not objective, and consider how observations that are not objective can interfere with getting to know a child.
- Have participants share their reactions with a partner or with others at their table. Invite people to share what they discussed in the full group and comment as appropriate.
- Distribute Handout 2B, "Guidelines for Accurate and Objective Recording," and review each guideline, referring to participant's reactions to the sample observations.
- Refer participants to p. 89 in *The Creative Curriculum*, which describes different types of focused observations. Highlight anecdotal observations, running records, and event sampling. Then have participants read over the sample records that La Toya kept on Valisha on pp. 90–91 and 93.

Activity: Practicing Observations

- Explain that in this activity, participants will have an opportunity to practice doing the same kinds of observations that they read about in the *Curriculum*, specifically anecdotal observations and running records. (Refer to p. 89 in the *Curriculum* for a description of these types of recorded observations.)
- Show the video you made on one child or the segment of a provider reading a book to several toddlers from *Observing Young Children, Learning to Look, Looking to Learn*. At the end of the segment, turn off the VCR and give participants a few minutes to finish making notes.
- Distribute Handout 2C, "Red Flag Words," and review it. Have participants look over their observation notes and circle any red flag words they see. Then ask them if they could rewrite the notes so they are more factual.
- Point out that the reason for trying to record only the facts is to produce an accurate observation that can be used for drawing conclusions later. Have participants work with a partner or people at their table to share their observation notes. Ask them what conclusions they can draw about the program or individual children. (Note that for the purpose of this exercise, participants should assume that these observations are typical, and that conclusions can only be accurate if they are based on several observations.)
- Invite participants to share their conclusions.
- If you are using the family-style dining segment from the video, *Observing Young Children, Learning to Look, Looking to Learn*, the scene would help you evaluate the program in two ways: the serving utensils were too large for the children to use successfully, and the provider had to keep getting up and moving between the kitchen and dining room.

which was disruptive. Changes in the size of utensils and planning ahead to have everything needed at hand would make mealtimes go more smoothly for this provider. Individual children could be observed for their level of self-help skills. This would help the provider plan activities to further develop small muscle skills.

Closing

- Allow a few minutes for participants to think about how objective they feel they have been in the observations they have documented in their programs.
- Ask participants to think of one change they can make to help them improve their skills in making objective and factual observations.
- Distribute Handout 2D, "Observation Forms," which participants can use to record their observations of the children in their program. Encourage them to try keeping records on one or two children, using the approaches discussed in this workshop.

Note to Trainers:

We recommend that you follow this series of workshops on "Observing Infants and Toddlers" with Workshop Series VI., "Planning and Individualizing," to reinforce the idea that a primary reason for systematically observing children is to individualize the program for each child. If it is feasible, have participants select one child to observe closely before the next workshop. Have them use the blank observation forms you distributed to complete the background information on this child, keep running records, and note anecdotal observations over a one- or two-week period. They should bring their observations to the workshops on Planning and Individualizing. If it is not possible for participants to observe an infant or toddler, we provide sample observations on two children from *The Creative Curriculum* that you can use in the workshops.

Observing for the Facts, Just the Facts

Gathering useful observations depends on you, the observer. You must be sure that you observe and record as objectively as possible. To help you do so, imagine you are a camera recording what is seen and heard. Avoid including labels or judgments in your observations. Compare the following excerpts from an observation of Valisha helping her caregiver/teacher La Toya make a holiday black cake.

Example 1: Objective and Accurate

Behavior: *"I can do it," said Valisha (35 months) as she reached across the kitchen table for the bag of prunes to be soaked for the holiday black cake. She began shaking the bag over the bowl where the raisins were already soaking, and several prunes fell onto the table. Valisha began to giggle and looked up at La Toya.*

Example 1 is an objective recording. It includes only facts of what Valisha did ("reached across the kitchen table for the prunes" and "began shaking the bag"), what happened ("several prunes fell onto the table"), and her reaction ("Valisha began to giggle and looked up").

Example 2: Not Objective

Behavior: *Valisha (35 months) was a troublemaker today. She angrily spilled the prunes all over the place when we were making holiday black cake. Then she laughed at La Toya and the other children.*

Example 2 is not an objective recording. A label ("troublemaker") is used and a judgment is made ("she angrily spilled the prunes all over the place"). GThe observer could not know what Valisha was laughing at. This observation doesn't tell anything useful about Valisha's behavior.

Example 3: Not Accurate

Behavior: *Valisha (35 months) looked up at La Toya to see if she was watching. She giggled and began to shake out prunes on the table.*

In Example 3, a fact has been added that has not been observed ("looked up at La Toya to see if she was watching"). A fact is omitted (Valisha "began shaking the bag over the bowl where the raisins were already soaking"). And a fact is written out of order ("She giggled and began to shake out prunes on the table").

Learning to observe objectively and accurately as the observer did in Example 1 takes time and practice. As you work on this skill, you will find you learn new and interesting things about children as you plan with and care for them throughout the day.

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Below are several examples of observations of the children you have gotten to know in *The Creative Curriculum for Infants & Toddlers*. As you read each, underline any sections that are not objective.

Child: *Julio*	**Age:** *4 months*	**Date:** *January 10*

Setting: *In the eating area at the Shane Center*

Julio sits on Linda's lap as she feeds him a bottle. He pauses from drinking and reaches up to finger her sweater. He likes how it feels. He looks at Linda, smiles, puts his right hand around the bottle, and continues drinking. He is very hungry today.

◆ ◆ ◆ ◆ ◆

Child: *Willard*	**Age:** *11 months*	**Date:** *April 14*

Setting: *In the "messy" area at the Kendrick Center*

Grace offers Willard a rubber cow. "Do you want to wash her next?" she asks. Willard takes the cow and drops her in the bin of water he has just used to wash a dinosaur. Water splashes out on the table. Willard is making a mess. "Co," says Willard as he splashes water over the cow, then holds it up dripping wet for Grace to see. "Let's dry the cow off," Grace suggests. Willard watches as Grace gets a towel and begins wiping the cow. Willard grabs an end of the towel and helps pat it dry too.

◆ ◆ ◆ ◆ ◆

Child: *Leo*	**Age:** *20 months*	**Date:** *July 28*

Setting: *In the Head Start toddler room*

After rocking Leo, Barbara carries him to his cot and begins laying him down. He startles, wakes up, and begins to cry. "Shhh," she says quietly, rubbing his back. Leo edges out of her reach and then sits up. He says, "Up," holding his arms out to Barbara. "OK," says Barbara, with a frustrated tone. She picks him up and carries him back to the rocking chair where she sits with him again. "Everything is OK. I wonder why you are so tired today," she says. "I'll sing you another song."

◆ ◆ ◆ ◆ ◆

Child: *Gena*	**Age:** *30 months*	**Date:** *September 18*

Setting: *Outdoors at the Crane School*

Ivan pushes Gena to a grassy spot under the tree where another teacher and children are blowing bubbles. As they arrive, a cloud of bubbles floats and surrounds Gena. She laughs and moves her right arm out toward them. "Good job," says Ivan. "You popped a few." Gena looks up at him, then blows and nods in the direction of the child holding a bubble wand. "You want to blow bubbles, too?" Ivan asks. Gena nods enthusiastically, her head bobbing and arms flailing out. "Here," says Ivan as he reaches for another wand. "I'll hold it and you blow." Gena puffs but nothing happens. She puffs again. She is getting frustrated. "Try again," encourages Ivan. On the third try a string of bubbles forms, and Gena laughs as they float away.

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Guidelines for Accurate and Objective Recording

- Record only facts.
- Record every detail without omitting anything.
- Use action words (verbs) whenever possible.
- Observe without interpreting.
- Record only what you see or hear. Be careful to avoid recording something that did not occur.
- Use words that describe but do not judge.
- Record the facts in the order they occur. Order makes a difference.

Developed by Laura J. Colker, from p. 29 of *Training Guide for the Head Start Learning Community, Observation and Recording: Tools for Decision Making*, US Department of Health and Human Services

Red Flag Words

Red flag words are words that are subjective. Because they do not describe behavior in a factual way, they do not belong in observations. Here are some of the more common red flag words—avoid them!

- **Feelings** cannot be objectively observed. Avoid these red flags: happy, sad, mean, kind, angry, mellow, apathetic, bored, interested, proud, sympathetic, understanding, mischievous, lazy, crabby, laid back, cooperative.
- **Intelligence** cannot be objectively observed. Avoid these red flags: smart, stupid, bright, dumb, mediocre, above-average, overwhelmed, overachiever, underachiever.
- **Reasons for doing things** cannot be objectively observed. Avoid these red flags: provoked, helpful, forced to, tricked, determined, undirected, out-of-control, motivated, spiritual, conscientious, frivolous.
- **Self-concept** cannot be objectively observed. Avoid these red flags: self-esteem, competence, weak, pretty, ugly, athletic, strong, secure, insecure.

Developed by Laura J. Colker, from Appendix B of *Training Guide for the Head Start Learning Community, Observation and Recording: Tools for Decision Making*, U.S. Department of Health and Human Services

Observation Forms

Background Information

Child: ______________________ **Parent(s):** ______________________

Home Language: ______________________ **Date:** ______________________

Family History:

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Running Record

Child: ____________________

Observer: ____________________

Age: ____________________

Time Begun: ____________________

Date: ____________________

Time Ended: ____________________

Setting: ____________________

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Anecdotal Records

Date	Observations

Event Sampling:

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Part Two

VI

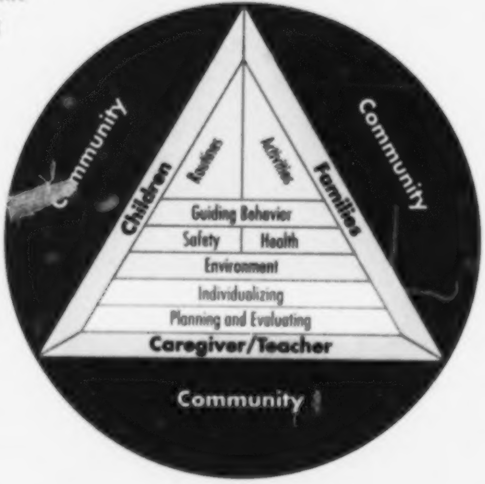
Planning and Individualizing

Purpose of This Workshop Series

The information caregivers/teachers gain from ongoing observations of infants and toddlers is helpful only if it is used for a purpose. That purpose usually is to help them plan a program that will nurture each child's growth and development. This series of workshops introduces participants to a set of planning forms based on the goals and objectives of *The Creative Curriculum*. Participants use information collected on one child (or the sample observations on Julio and Abby) to summarize what the information reveals and to develop a plan for that child. This series also addresses the value of weekly planning.

Big Ideas

- Documenting children's development and learning to use the forms for Individualizing Goals and Objectives in Appendix B of *The Creative Curriculum for Infants & Toddlers* helps caregivers/teachers learn about each child's development in relation to the goals and objectives of the *Curriculum*.
- Observation goes hand in hand with planning. The information gained from observing is used to plan experiences that will support each child's development.
- Families can provide valuable information on their child's progress and help determine goals for their child's learning and development.
- Weekly planning enables caregivers/teachers to apply what they have learned about each child to create both an appropriately challenging environment and interesting and engaging activities.


Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . page 159 **Documenting Children's Development and Learning** Activities: *Reviewing the Goals and Objectives for Children* *Summarizing Observations*	• Become familiar with the forms for "Individualizing Goals and Objectives for Children" in *The Creative Curriculum* • Use the individualizing forms to document children's growth and learning	Handouts: 1A, "Sample Forms—Julio" 1B, "Sample Forms—Abby" 1C, "Summary of Observations" A copy of pp. 331–342 in *The Creative Curriculum* for each participant *The Creative Curriculum*, pp. 31–40, 83–86	45–60
Workshop 2 . . . page 162 **Putting It All Together—Using the Planning Forms for Individualizing** Activities: *Planning for Each Child* *Involving Families*	• Use information to plan for each child • Share information about each child's development with families and involve them in planning	Handout: 2A, "Planning Forms for Individualizing" *The Creative Curriculum*, pp. 94–95 Chart paper, markers	45–60
Workshop 3 . . . page 164 **Weekly Planning** Activities: *Introducing the Weekly Planning Form* *Balancing Individualizing with Weekly Planning*	• Discuss the importance of flexibility and responsiveness in implementing weekly plans • Combine plans for individual children with weekly planning for the small group • Make a commitment to weekly planning for the month following the workshop	Handout: 3A, "Weekly Planning Form" *The Creative Curriculum*, p. 65 Index cards referring to selected activities from *The Creative Curriculum*	60–80

Workshop 1. Documenting Children's Development and Learning

Activities	Participant Objectives	Materials	Time (minutes)
Reviewing the Goals and Objectives for Children *Summarizing Observations*	• Become familiar with the forms for "Individualizing Goals and Objectives for Children" in *The Creative Curriculum* • Use the individualizing forms to document children's growth and learning	Handouts 1A, "Sample Forms—Julio" 1B, "Sample Forms—Abby" 1C, "Summary of Observations" A copy of pp. 331–342 in *The Creative Curriculum* for each participant *The Creative Curriculum*, pp. 31–40, 83–86	45–60

Note to Trainers:

If feasible, have participants complete a series of observations on one child prior to the workshop. Allow time at the beginning of the session for them to share their observations and what they learned about the child they focused on. They will use the individualizing forms that you will introduce in this workshop to continue documenting this child's development and learning and to plan for this child. If it is not possible for participants to complete observation on a child prior to the workshop, you can use the sample observations on Julio and Abby.

Because the second activity builds on the first one, and uses the same observations forms, we recommend allocating sufficient time for both activities.

Introducing the Workshop

- ❖ Begin by discussing how focused and objective observations can provide a great deal of valuable information about a child.
- ❖ Explain that the forms entitled "Individualizing Goals and Objectives for Children" in Appendix B of *The Creative Curriculum* (pp. 331–342) are also useful tools to help caregivers/teachers individualize their programs.

Activity: Reviewing the Goals and Objectives for Children

- ❖ Distribute copies of the individualizing forms from pp. 331–342 in *The Creative Curriculum*. There is a four-page form for each of the three age groups.

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- ❖ Discuss the following points:

  - The individualizing forms are based on the *Curriculum* goals and objectives for children's development and learning.
  - The goals and objectives are the same for all age groups, but the examples of what children can be expected to do vary for young infants, mobile infants, and toddlers.
  - The forms themselves are not meant to be a list of skills or milestones children should acquire by a certain age. Instead, the forms are instruments for collecting evidence on a child's progress in meeting the goals and objectives of the *Curriculum*.
  - Some objectives, such as a child learning about her feelings, are not observable; however, the objectives can focus observations of children's behavior and provide a basis for interpreting this behavior. Page 87 in *The Creative Curriculum* gives this example:

> When Brooks observes, she uses a two-step process: she describes what she sees, then asks herself what it means. This type of careful observation is like watching children from the outside to understand what they are experiencing on the inside. Brooks figured out that in grabbing for the spoon, Abby was asserting her independence and her desire to be in charge of feeding herself.

- ❖ To help participants become familiar with the goals and objectives in the forms, follow this procedure:

  - Ask each person to think of one child—young infant, mobile infant, or toddler. (If participants have completed observations on a child in their program, they should continue focusing on that same child.)
  - Have participants review the goals and objectives listed on the appropriate individualizing form.
  - Then ask participants to record any specific behaviors that might be evidence of progress toward any of the objectives.

- ❖ Refer participants to pp. 83–86 in *The Creative Curriculum*, which gives an example of how La Toya completed the individualizing form on Valisha. Those who focused on a toddler can compare their examples with the ones in the book.

Activity: Summarizing Observations

- ❖ For this activity, participants will use either their own observations (of a young infant, a mobile infant, or a toddler) or the sample observations of Abby or Julio they used in the first activity. If feasible, have participants sit at tables according to their choice of age group.

- ❖ Distribute Handout 1A, "Sample Forms—Julio," to the tables focusing on a young infant and Handout 1B, "Sample Forms—Abby," to the remaining tables. Ask participants to first review the background information on each child and then look over the completed individualizing form. Have each group discuss what its members can learn about each child from these forms. (If participants are using their own observations, you can skip this step.)

- Point out how using a form based on curriculum goals and objectives to focus observations pinpoints what to look for and what information to collect on each child.
- Distribute Handout 1C, "Summary of Observations," and have each group record what its members have learned about Julio or Abby under each category. (Participants using their own observations will work individually.)
- If time allows, bring the entire group together to share participants' summary charts and any new insights they gained from preparing these summaries.

Closing

- Suggest that participants take some time to reflect on what they learned from the workshop and how it will influence their practice.
- Refer participants to the child development discussion in the *Curriculum* on pp. 31–40. Suggest that they review these pages within the next few days to reinforce the activity.
- Remind participants that the individualizing forms are meant to be used as planning tools for individualizing their work with each child.

Workshop 2. Putting It All Together—Using the Planning Forms for Individualizing

Activities	Participant Objectives	Materials	Time (minutes)
Planning for Each Child *Involving Families*	• Use information to plan for each child • Share information about each child's development with families and involve them in planning	Handout: 2A, "Planning Forms for Individualizing" *The Creative Curriculum*, pp. 94–95 Chart paper, markers	45–60

Note to Trainers:
This workshop requires participants to be familiar with the observation forms for Julio and Abby used in Workshop 1, or to have completed observations on a child using the same forms. For this reason, we suggest that you complete Workshop 1 prior to this workshop.

Introducing the Workshop

- Emphasize that observations are meaningful only when they are used.
- Explain that the purpose of this workshop is to learn more about how to plan for each child.

Activity: Planning for Each Child

- Refer participants to pp. 94–95 in *The Creative Curriculum*, which show how La Toya used her observations to complete the Planning Form for Valisha. Point out how this provider individualized by identifying changes to the environment, schedule, routines, etc., to make care special for this child.
- Distribute Handout 2A, "Planning Forms for Individualizing." Have participants use the information on Julio or Abby (or the observations and completed checklists on a child in their program) to generate ideas for ways to individualize the program to promote each child's growth and learning.
- Tell participants that they don't have to complete every item, but they should write down whatever ideas come to mind. Provide assistance when needed. Allow about 20 minutes for participants to work on their own forms.
- Invite people to share their ideas.

Closing

- Reassure participants that although individualizing may seem difficult at first, it becomes easier with practice.
- Explain that individualizing and weekly planning go hand in hand. Caregivers/teachers can use their observations to individualize for groups as well as for particular children.

Activity: Involving Families

- Explain that individualizing for infants and toddlers requires gathering as much information as possible about each child.
- Ask participants to name sources of information in addition to observations of caregivers/teachers. (Possible sources: other caregivers/teachers, family members, reactions of other children.)
- Focus on family members as an additional source of information. Note that information from entry or intake interviews is typically used to individualize the care environment, routines, and activities. Ask participants to identify other times they could share or ask for information from families. (List responses such as conferences, daily chats, home visits, on chart paper.)
- Ask participants to review the Planning Form for Individualizing they completed on the child they observed or the sample form on Julio or Abby.
- Pose the following questions. Allow about seven minutes for participants to jot down their responses.
    - What areas of the planning form were difficult to complete without additional information?
    - What three questions would you plan to ask a family member to help with these missing pieces of information?
    - What type of meeting or informal contact would be best for obtaining this information?
- Have each person share one question he or she would ask the family member(s) and the best time to talk with them.

Closing

- Reiterate that planning programming for infants and toddlers depends on gathering information that enhances understanding their individual preferences and needs.
- Restate that family members are excellent sources of helpful information about their children.
- Remind participants to plan what questions to ask family members before meeting with them, and to arrange these conversations at appropriate times.

Workshop 3. Weekly Planning

Activities	Participant Objectives	Materials	Time (minutes)
Introducing the Weekly Planning Form *Balancing Individualizing with Weekly Planning*	• Discuss the importance of flexibility and responsiveness in implementing weekly plans • Combine plans for individual children with weekly planning for the small group • Make a commitment to weekly planning for the month following the workshop	Handout: 3A, "Weekly Planning Form" *The Creative Curriculum*, p. 65 Index cards referring to selected activities from *The Creative Curriculum*	60–80

Introducing the Workshop

- ❖ Begin the discussion by sharing the information about program planning from p. 65 of *The Creative Curriculum*:

> A plan shows you where you are going. Even when you change your plans to respond to children's needs, you will still have an overall picture of what you hope to accomplish. Because planning gives you a sense of what to expect, it actually enables you to be more flexible and responsive in your daily work.

- ❖ Explain that the purpose of the workshop is to explore appropriate ways to plan for children while staying responsive to their individual needs and interests.

Activity: Introducing the Weekly Planning Form

- ❖ Distribute Handout 3A, "Weekly Planning Form," to participants. Note that this example is from a family child care point of view, with activities that will be adapted for a mixed-age group that includes infants and toddlers. As you review the form with the group, point out that there are spaces for planning possible indoor and outdoor activities for each day, and that the form provides space for planning changes to the environment, activity areas, and routines; ways to involve families; and a section labeled "to do."

- ❖ Share the following information with the group:

  - As with any plan for young children, some activities will need to take place on specific days (for instance, Tuesday is story time at the library), while others can be more flexible (such as making French toast on Wednesday, an activity that might easily be postponed if the children are eager to work with the play dough they helped to make on Tuesday).

  - Often the weekly plan includes an activity that may be of special interest to several children in the group. For instance, adding small cars to a mix of potting soil and water in a tub outdoors will attract a child who likes messy sensory activities and other toddlers who like playing with toys with wheels.
  - A successful activity will allow children to enjoy it, change it, or ignore it, as best suits their interests. Another infant encountering the potting soil and small vehicles might want to make marks with the muddy wheels on the sidewalk, and another toddler could bring a box to be the "garage" for the trucks. An environment rich with household materials and other "found objects" enhances children's abilities to change activities to suit themselves.

- Ask participants to consider a particular child they know well, think of an outdoor activity that might be of interest to that child, and add this possibility to the empty space in the Weekly Planning Form.

- When participants have completed this task, remind them that:
  - Planning ahead means "planning for possibilities." Infants and toddlers often respond in unexpected ways to materials or planned activities.
  - Implementing plans requires a readiness to adapt or completely change plans based on the immediate needs and interests of infants and toddlers. If not, the infants and toddlers may adapt or completely change the plans for you!
  - Planning ahead of time is valuable only if it frees you to enjoy the activities with the children. Be playful and ready to follow the children's lead at all times.

Activity: Balancing Individualizing with Weekly Planning

Note to Trainers:

To prepare for this activity, prepare index cards with titles of activities, such as the following examples from *The Creative Curriculum*:

- **Cardboard blocks (p. 230)**
- **Edible fingerpaint (p. 240)**
- **Peek-a-Boo (p. 257)**
- **Making a book with pictures of children (p. 268)**
- **Using cookie cutters to shape biscuits (p. 282)**
- **Bubble play outdoors (p. 293)**
- **Fingerplay and song "The Itsy Bitsy Spider" (pp. 300–301)**
- **Eating lunch outdoors (p. 311)**

Have at least one card with an activity for each group of four to six participants.

- Highlight the following information:
  - Caregivers/teachers must often find a balance between following a plan or changing it based on knowledge and observations of infants and toddlers.
  - There must also be a balance between individualizing for specific children and planning for the group. This requires an awareness of the individual needs of all the infants and toddlers in the group.

- Organize participants into small groups. Have each group choose a labeled index card. Provide the following scenario:

  Assume your weekly plan included this activity. Think about how Abby or Julio (or the child you observed) might enjoy this activity. What preparations should you make to include the child you have focused on as well as other children in the group? Make any plans you need to help the children enjoy the activity. Also plan any preparations you need to be completely ready for the activity.

- Give participants time for discussion and planning (about 15 minutes). Then ask each group to share its plans and ways the children may respond. (For example, a group that was planning for Julio, Abby, two other mobile infants, and one additional toddler might suggest the following ideas relating to Peek-a-Boo, the activity on its card: "One of us observed an infant pulling his blanket over his face to play Peek-a-Boo. We wondered how to extend a similar activity to this child along with the rest of the group, and decided we might cut pieces of material to place over the mirrors to see whether the infants or toddlers pull them off. We'd also leave a basket of fabric squares on the shelf to see other ways they are used." Another participant in the group might remind them to use pinking shears or hem the fabric edges, so there will be no loose threads—a safety issue.)

- Allow plenty of time for groups to present their ideas, and for other participants to ask questions or add to the plans.

- When the discussion is finished, remind participants that, at first, simply finding time to make plans can be a daunting task. Ask people who regularly make weekly plans to tell how long the process usually takes, and how they find time for their planning. Ask participants who have not been making weekly plans to try planning for a month to see its effects on their program.

Note to Trainers:
Plan to make a follow-up visit or phone call after a month to each participant who will be trying weekly plans for the first time. As an alternative, you can pair participants who already plan with those who are new to the planning process for ongoing support.

Closing

- Restate the following points from the workshop:

  - Planning regularly is as important as observing regularly in infant/toddler programs.
  - Being completely prepared for an activity allows caregivers/teachers to be more responsive to the children and take advantage of all the possibilities that emerge when children feel safe to explore.
  - Planning and preparedness makes caring for infants and toddlers a little easier and more enjoyable. Planning permits seeing the children's reactions to the activities while joining in the fun.

- Emphasize the need to stay flexible and responsive to individual childrens changing needs and interests when acting on weekly plans.

Julio - Sample Forms

Background Information

Child: *Julio Gonzales*

Ethnicity: *Hispanic*

Home Language: *Spanish*

Mother: *Marta Gonzales*

Father: *Jose Gonzales*

Date: *November 29*

Family History: *Julio and his family, which includes his older sister Maria (15 months)—also in child care at the same center—live in a trailer outside the Sunshine Fruit Growers orchard in South Bel Glade. Julio's mom works as a file clerk at Sunshine's head office; Julio's father picks oranges. This is the third year the family has been in the Florida, New Jersey, Maine cycle. They will move upstream to New Jersey in April.*

Both of Julio's parents are from Guatemala. They can speak some English, although not very well. At home, the family speaks only Spanish.

Mrs. Gonzales walks the children to child care (in a double stroller) at 5:40 am; she picks them up at 2:30 pm.

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Individualizing Goals and Objectives for Young Infants (0–8 Months)

Name of child: Julio Gonzales **Caregiver/Teacher:** Linda Marquez

Age of Child: 4 months **Date completed:** 12/7/97

Goal 1: To learn about themselves

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To feel valued and attached to others** Examples: ❖ smiles and shows pleasure when talked to ❖ moves body towards caregiver when she approaches ❖ enjoys games with others like "Where Is Your Nose?"	Snuggles in my lap - loves to be rocked and sung to. Smiles and turns toward his mother's voice when she comes at the end of the day.
☒ Not Yet/ Rarely ☐ Sometimes ☐ Consistently	**To feel competent and proud about what they can do** Examples: ❖ kicks a mobile and smiles ❖ squeezes a rubber toy and shows pleasure at its squeak ❖ drops a ball and laughs as it bounces	
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To assert their independence** Examples: ❖ pushes away bottle ❖ pulls at diaper when being changed ❖ grabs for spoon when being fed	Turns away when he's had enough of his bottle. Fusses to let me know when he's tired.

Goal 2: To learn about their feelings

☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To communicate a broad range of emotions through gestures, sounds, and—eventually—words** Examples: ❖ cries when hears sudden loud noises ❖ coos and smiles when being rocked and sung to ❖ laughs aloud when playing peek-a-boo	Laughs, squeals, cries, kicks legs, waves arms to express himself.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To express their feelings in appropriate ways** Examples: ❖ while crying, lifts arms up to indicate need to be picked up and comforted ❖ bounces to get adult to continue a knee ride ❖ looks to familiar adult when a stranger approaches	Calms down when upset if I rock with him.

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Goal 3: To learn about others

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To develop trusting relationships with nurturing adults** Examples: ❖ listens attentively to adult when being fed or changed ❖ kicks legs and squeals when familiar adult appears ❖ looks to adult for attention or help	Looks up at my face when I feed him his bottle. Coos when his father talks to him.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To show interest in peers** Examples: ❖ watches other children ❖ reaches out to touch another infant's face ❖ grabs for toy another infant is holding	Watches other children for a few moments. Coos at Maria.
☒ Not Yet/ Rarely ☐ Sometimes ☐ Consistently	**To demonstrate caring and cooperation** Examples: ❖ hugs doll ❖ pats adult on back when being held ❖ lifts bottom, in response to caregivers actions, when being changed	
☒ Not Yet/ Rarely ☐ Sometimes ☐ Consistently	**To try out roles and relationships through imitation and pretend play** Examples: ❖ smiles at self in the mirror ❖ plays peek-a-boo ❖ pretends to feed familiar adult	Looks at self in mirror when I put him on mat nearby.

Goal 4: To learn about communicating

☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To express needs and thoughts without using words** Examples: ❖ smiles to invite an adult to interact ❖ fidgets or cries when uncomfortable or bored ❖ holds rattle up for adult to shake	Smiles and coos at me. Squirms and fusses when wet.
☒ Not Yet/ Rarely ☐ Sometimes ☐ Consistently	**To identify with a home language** Examples: ❖ listens to conversations ❖ recognizes and begins imitating sounds of home language ❖ understands names of familiar objects in home language	Turns head and looks at me when I sing to him in Spanish.

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Goal 4: To learn about communicating (continued)

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To respond to verbal and nonverbal commands** Examples: ❖ looks up when called by name ❖ opens mouth as adult opens her mouth and offers a spoonful of food ❖ touches mirror when adult asks, "Where's the baby?"	*Turns his head to look at me when I call his name.*
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To communicate through language** Examples: ❖ vocalizes to self and others ❖ begins babbling ❖ imitates tones and inflection	*Coos and babbles.* *Imitates some sounds.*

Goal 5: To learn about moving and doing

☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To develop gross motor skills** Examples: ❖ holds head up without support ❖ rolls over and sits alone ❖ begins creeping and crawling	*Raises head and chest when lying on stomach.*
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To develop fine motor skills** Examples: ❖ scoops up piece of banana and eats it ❖ pulls large pegs out of pegboard ❖ transfers objects from hand to hand	*Reaches toward objects.* *Often bats at and grasps toys.*
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To coordinate eye and hand movements** Examples: ❖ follows toy with eyes as adult slowly moves it ❖ looks at hand ❖ reaches for and grasps a rattle	*Tracks movement in mobiles.* *Bats mobile with arms and legs.* *Plays with fingers and sucks them.*
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To develop self-help skills** Examples: ❖ begins to hold own bottle ❖ begins to feed self finger foods ❖ sucks thumb or pacifier to comfort	*Smiles and waves arms in anticipation of being fed when he sees bottle in my hand.* *Lifts bottom slightly when being changed.*

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Goal 6: To acquire thinking skills

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To gain an understanding of basic concepts and relationships** Examples: ❖ picks up pacifier and sucks on it ❖ drops spoon and watches it fall to the floor ❖ closes eyes as adult pulls shirt over his head	Turns head toward source of sounds. Reaches for, grasps objects and brings them to his mouth to suck on.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To apply knowledge to new situations** Examples: ❖ shakes stuffed animal in same way as rattle to hear noise ❖ kicks new crib toy to see if it will move ❖ squeezes and tastes new finger food	Shakes new toy. Studies face of Val, a substitute caregiver.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To develop strategies for solving problems** Examples: ❖ uses hand to steady self when sitting up ❖ reaches for a toy that has rolled away ❖ raises bottle as level of milk drops	Watches other children. When on floor mat, reaches for everything in sight.

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Sample Anecdotal Records

Date	Observations
11/15	Julio was falling asleep on the mat, so I picked him up and placed him in his crib. As he kept whimpering, I picked him up and walked with him. The motion put him into a deep sleep.
12/3	An older child was sitting on the rug and putting pop beads into a coffee can. I carried Julio over and we sat down next to her. I offered Julio a bead. He closed his fingers around it and brought it up to his mouth to suck on.
12/7	Julio was fussy this morning. I asked Mrs. Gonzales to stay a few minutes until Julio calmed down. At my suggestion, she sat with Julio in the big rocker and sang his favorite song to him in Spanish. She said she will teach it to me.
12/12	I took Julio for a walk in his snugli. He cooed as we walked through the park and gazed up at the leaves.
12/17	I offered Julio a bottle when he woke up from his nap. He began drinking, then stopped when he heard another child crying. I explained that Sra. Sanchez was helping her and he began drinking again as the crying stopped.

Event Sampling:

No. of times Julio interacted* with mobile, while having diaper changed on November 13th = 10

*interacted = tracked with eyes, attempted to bat with arms or legs.

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Sample Running Records

Child: Julio Gonzales
Observer: Linda Marquez
Age: 4 months
Time Begun: 10:35 am
Date: 12/2/97
Time Ended: 10:45 am
Setting: Julio is laying on a bolster cushion on the floor with Elena (8 months) and Tiffany (9 months)

Julio reached towards the mirror and squealed as he touched its cool surface. Elena crawled over and puts her hand on her image. Julio paid no attention to Elena, but continued slapping his image in the mirror and squealing. I bent down to explain what Julio was seeing in the mirror, but Julio ignored me and continued to explore himself in the mirror.

Child: Julio Gonzeles
Observer: Linda Marquez
Age: 4 months
Time Begun: 8:10 am
Date: 12/4/97
Time Ended: 8:20 am
Setting: Changing Julio's diaper at the changing table

While changing Julio's diaper, he started to cry. In an effort to soothe him, I looked around the room and realized that the aide was using the dust buster nearby. I ask Sra. Sanchez to turn off the vacuum until I was done diapering Julio. As I talked to Julio in a low voice and rubbed his tummy, he started to calm down. I continued to change Julio. He remained quiet but did not smile back or babble at me.

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Abby - Sample Forms

Background Information

Child: Abby Kennedy

Mother: Robin Kennedy

Ethnicity: Korean

Father: Edward Kennedy

Home Language: English

Date: 10/2/97

Family History: Abby's parents, who are in their 40's, were college sweethearts who have been married for 20 years. They have one biological child, Talia who is 9 years old. After several years of trying to conceive a second child, plus the stress of caring for two sets of terminally ill parents, the Kennedys decided to adopt. They specifically sought out a Korean baby girl. Abby came to the Kennedy family at one week of age, from a Seoul orphanage.

The Kennedys were not prepared for Abby's difficult transition. The baby evidenced severe separation anxieties as well as an intolerance to formula. Abby's unhappiness caused her parents to alter their work duties. Robin took a leave of absence from her county social work job and Edward shifted his responsibilities at the Veterinary Medicine School (he is Assistant Dean) so they could spend more time with Abby. This plan—plus the constant attention from Talia and her girlfriends—all "little mothers"—turned the situation around. By 12 months, Abby's temperament became more relaxed and her development soared.

Abby has been with me for four months. She thrives at FCC, and learns much from being in care with Mollie, who serves as a role model. Her parents take great interest in what happens here and look for ways to be supportive.

Abby is in care for 8 hours a day. If one of her parents is home for the day, Abby is not sent here. This happens every few weeks.

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Individualizing Goals and Objectives for Mobile Infants (8–18 Months)

Name of child: Abby Kennedy **Caregiver/Teacher:** Brooks Peterson

Age of Child: 16 months **Date completed:** 4/2/97

Goal 1: To learn about themselves

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To feel valued and attached to others** Examples: ❖ looks at, goes over to touch familiar adults while playing ❖ imitates parent(s) and caregiver(s) ❖ clings to leg of program volunteer	Clings to parents and me. Imitates Mollie and me. Leafs through book of family photos almost every day.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To feel competent and proud about what they can do** Examples: ❖ fits a triangle into shape box and claps ❖ climbs up the slide and proudly looks around for caregiver ❖ chooses slice of pear at snacktime and smiles as she takes a bite	Claps hands when she completes a task. Pulls me over to see what she has done.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To assert their independence** Examples: ❖ moves away the hand of an adult who is helping with a puzzle ❖ insists on choosing what shirt to wear ❖ says "Me do!" when adult offers help in dressing	Pulled off shoes when I said it was time for a nap. Screamed "no" when I tried to help her.

Goal 2: To learn about their feelings

☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To communicate a broad range of emotions through gestures, sounds, and—eventually—words** Examples: ❖ watches self making "happy, sad, or angry" faces in the mirror ❖ pushes aside unwanted food ❖ clings to parents as they say "good-bye"	Laughs and jumps when excited by something.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To express their feelings in appropriate ways** Examples: ❖ helps caregiver comfort a crying child ❖ says "No!" when another child takes his toy instead of hitting ❖ looks to an adult for help when frustrated	Pulled me by the hand to help her reach a toy.

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Goal 3: To learn about others

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To develop trusting relationships with nurturing adults** Examples: ❖ brings adult a book to read ❖ enjoys helping with chores such as carrying paper towels into the bathroom ❖ grabs onto caregiver's hand or leg when frightened	Helps me set the table, clean up, prepare meals. Brought a book and photos from home to show me.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To show interest in peers** Examples: ❖ identifies the family members and possessions of other children ❖ joins other children in rocking wooden rowboat ❖ knows names of other children	Follows Mollie around.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To demonstrate caring and cooperation** Examples: ❖ helps caregiver hold young infant's bottle ❖ joins in search for a child's missing sweater ❖ gives adult a big hug	Holds my hand with reminding when we cross the street. Patted my back one day when I said my head hurt.
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To try out roles and relationships through imitation and pretend play** Examples: ❖ enacts familiar events (e.g., puts on hat and looks in the mirror) ❖ scribbles on a shopping list adult is writing and says "Milk" ❖ pretends to call parents on the phone	Loves to "read", pretend to talk on phone, and put on hats.

Goal 4: To learn about communicating

☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To express needs and thoughts without using words** Examples: ❖ points to ask for an out-of-reach toy ❖ shakes head "No" when asked if hungry ❖ catches eye of an adult to ask for help	Waves good-bye when she leaves each day. Points to her nose, ears, and mouth when I ask her where they are.
☐ Not Yet/ Rarely ☐ Sometimes ☐ Consistently N/A	**To identify with a home language** Examples: ❖ looks at a doll on hearing the word *doll* in the home language ❖ uses same sounds and intonations as parents do ❖ says several words in home language clearly	English is spoken at home, so she responds to English.

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Goal 4: To learn about communicating (continued)

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To respond to verbal and nonverbal commands** Examples: ❖ reacts to facial expressions of adult ❖ follows simple directions such as, "Will you carry these napkins to the table, please?" ❖ pushes foot into boot as adult pulls it up	Knows what I mean when I shake my head "no". Puts away the books when I asked her to put them on the shelf.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To communicate through language** Examples: ❖ creates long babble sentences ❖ repeats familiar words ❖ calls caregiver by name	Abby calls me "Book". She repeats words in a story as I read it.

Goal 5: To learn about moving and doing

☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To develop gross motor skills** Examples: ❖ pulls self up and cruises around furniture ❖ walks ❖ seats self in small chair	Walks, runs and throws a ball.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To develop fine motor skills** Examples: ❖ scribbles with a crayon ❖ turns pages of a book, often two or three at a time ❖ stacks several blocks, one on top of the other	She draws on large sheets of paper almost every day. Builds towers with the table blocks - up to 4 blocks
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To coordinate eye and hand movements** Examples: ❖ stirs ingredients when helping to make playdough ❖ puts toy in a bucket ❖ peels a half of a banana	Collected stones in a bucket when we went for a walk. Places blocks in correct holes on shape sorter box.
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To develop self-help skills** Examples: ❖ uses spoon and cup, but may spill ❖ pushes arm through jacket sleeve ❖ undresses self	Asks to do things herself - e.g. feeding self, putting on jacket.

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Goal 6: To acquire thinking skills

Progress	Objectives	Evidence
☐ Not Yet/ Rarely ☐ Sometimes ☒ Consistently	**To gain an understanding of basic concepts and relationships** **Examples:** ❖ fills bucket with pop beads and dumps them out repeatedly ❖ asks for wooden spoon to bang on homemade drum ❖ pretends to open door using a toy key	Holds toy phone to ear and says, "Hello, hello." Looks for a book or toy if I hide it behind my back.
☒ Not Yet/ Rarely ☐ Sometimes ☐ Consistently	**To apply knowledge to new situations** **Examples:** ❖ blows on noodles when adult explains they are hot ❖ spots cat and says "dog" ❖ uses hammer instead of hand to flatten playdough	
☐ Not Yet/ Rarely ☒ Sometimes ☐ Consistently	**To develop strategies for solving problems** **Examples:** ❖ points to picture in a storybook and looks to adult for name of that object ❖ brings over a stool to help reach a toy ❖ tries various pieces in shape-sorting box until one fits	Pulled me by the hand to help her reach a toy.

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Sample Anecdotal Records

Date	Observations
9/2	*Abby handed me the paper cups for our snack while Mollie helped me set the table. Whenever Mollie would go to the kitchen for supplies, Abby would shout, "Me do."*
9/3	*When I went to feel Abby's diaper to see if it was wet, she pulled the diaper down and raised her arms in the air for me to pick her up.*
10/7	*Abby sat in Mollie's lap, as Mollie "read" aloud. As they finished each book, Abby clapped her hands and said "More." After four books, Mollie had had enough and moved Abby out of her lap.*
10/9	*Abby ate a grilled cheese sandwich and Jell-O by herself for the first time. Most of the Jell-O ended up in clumps on the table that Abby then lifted with her fingers to her mouth. But she did it without any assistance!*
12/17	*Knowing that it was time to go outside, Abby went and got her coat and hat off the hook and brought them to me saying "Go. Go."*

Event Sampling:
Tally of number of times Abby requested to play with cloud dough on the day we made it = 7

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Sample Running Records

Child: Abby Kennedy
Age: 16 months
Date: 10/15/97
Observer: Brooks Peterson
Time Begun: 10:55 am
Time Ended: 11:15 am
Setting: Outdoors with Mollie (4 years)

Abby, Mollie and I walked to Big Red park—Mollie was on my left hand, Abby on my right. Abby stopped at the maple tree and looked up and pointed. I asked, "Do you hear the birds singing?" As Mollie commented on what the birds were doing, Abby continued to point. Mollie then turned her attention and yelled "Doggie Doggie." "That's Edgar!" I noted "Edgar's a collie." Abby pulled us towards Edgar, while I steered the girls along the sidewalk. We walked a few steps and Abby kneeled down, focusing our attention on some ants crossing the sidewalk. Together we tried to count the ants, but they were moving too quickly to track. Abby laughed out loud as we stumbled with our counting.

Child: Abby Kennedy
Age: 16 months
Date: 10/19/97
Observer: Brooks Peterson
Time Begun: 2:05 pm
Time Ended: 2:30 pm
Setting: At the work table in the kitchen

In order to make cloud dough, I prepared for the activity by placing a bowl of flour and pitchers of canola oil and water on the table. The marble slab was on the table. As I alerted Abby to the activity, she went running to the hook for her smock and came over to me to tie it. I explained the dough-making process and told Abby that the first thing we wanted to do was oil the marble. I steadied Abby's arm as she poured just a few drops of oil on the marble. Using the sheet of toweling, she then oiled the slab with broad, circular motions. I held the bowl of flour up to Abby and asked her to use her hands to scoop the flour onto the slab, which she did with vigor. I assisted Abby in pouring the oil and water onto the mound of flour, but she kept pushing my hand away, saying "Me do it. Me do it." I laughed at Abby's assertiveness and she returned a broad grin. Abby threw her whole body into kneading the dough.

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Summary of Observations

Comment on what you learned about this child in any of the following areas of development. What is the child learning about:

- Self

- Feelings

- Others

- Communication

- Moving and Doing

- Thinking

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Planning Form for Individualizing

Name of child: ______________________ **Caregiver/Teacher:** ______________________

Date of birth: ______________________ **Date completed:** ______________________

This child's family background (use background information and observations):

This child can (use the ***Individualizing Goals and Objectives for Children*** form):

This child is learning to (use the ***Individualizing Goals and Objectives for Children*** form):

This child likes (use observations):

This child's temperament is (use observations):

This child learns best by (use observations):

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This child's special needs are (use observations and the ***Individualizing Goals and Objectives for Children*** form):

Sometimes this child has these behavioral challenges (use observations):

To individualize for this child, I intend to make these changes:

To the environment (include materials and equipment):

To routines, transitions, and planned activities:

To the daily schedule:

To interactions:

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Weekly Planning Form

Target goals/objectives: *To learn about their feelings/To be able to express their feelings in appropriate ways*

Week of: 10/18

Changes to the Environment

Post the new article about positive guidance that I got from my last providers' association meeting.

Changes to Play/Activity Areas

Add more blocks so several children can build together.

Add doctor props to pretend play area because Eddie has a series of doctor appointments coming up.

Special Activities I Plan to Offer This Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Indoor Opportunities to Explore and Discover	*Serve apple butter— children spread it on crackers*	*Make playdough* *Walk to library for Story Time*	*Make French Toast*	*Fingerpainting* *Sing songs about feelings*	*Introduce another toy for matching shapes*
Outdoor Opportunities to Explore and Discover	*Paint with water*	*Blow bubbles*	*Take a Walk*	*Take the balls outside for the children to play with*	

Changes to Daily Routine *Make a point of inviting children to help me prepare snacks and lunches and to set the table. See if this helps lunch time go smoother.*

Family Involvement *Talk with the Curtises who are concerned about Valisha hitting other children. Ask them what they do to help Jonisha when her sister hurts her. Share the new article about positive guidance with all families.*

To Do *Borrow a set of blocks from provider association's toy lending library. Copy article on guiding behavior for all families.*

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Part Two

VII

Working with Families

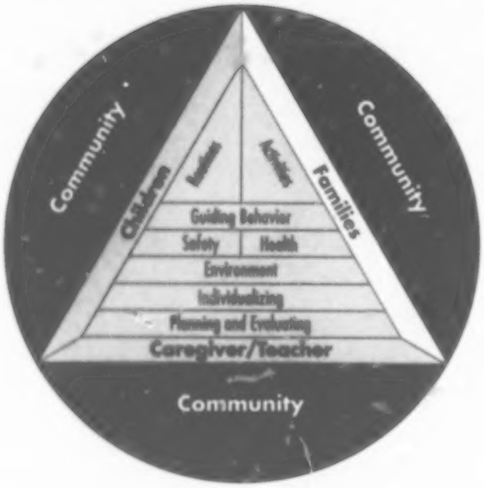
Purpose of This Workshop Series

This workshop series is designed to help caregivers/teachers define their role in working with families. The more caregivers/teachers learn about families, the more they can be responsive to and supportive of the children in their care. In turn, families who feel that caregivers/teachers understand and respect the central role parents play in their child's life will be their greatest collaborators. We review the stages of parenthood, special concerns of families with children under three, how cultural beliefs can affect the caregiver/teacher's partnership with families, and the importance of effective ongoing communication.

The Creative Curriculum focuses on building relationships with infants, toddlers, and their families, and how relationships are central to the success of any quality early childhood program. For this reason you will find workshop activities promoting the importance of families throughout this *Trainer's Guide*. See Chapter VI, "Planning and Individualizing," Chapter VIII, "Creating a Welcoming Environment," and Chapter X, "Guiding Children's Behavior," for specific workshop activities that highlight the integral role of families in quality programs.

Big Ideas

- Building relationships with families is central to the role of a caregiver/teacher.
- Parents and family members go through different stages of development just as children do, and their needs change at each stage.
- In order to know each infant or toddler, caregivers/teachers must make time to communicate with families and learn about their beliefs and practices.
- Effective communication is one of the most important factors that influence successful partnerships with families.
- Specific goals and objectives for working with families help us individualize our work with each family.



Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . . page 187 **Every Family Is Unique** Activities: *Stages of Parenthood* *Special Concerns of Families with Children under Age Three*	• Review Ellen Galinsky's stages of parenthood • Develop strategies to respond to the special needs of families with very young children	Handout: 1A. "The First Three Stages of Parenthood" *Journal*, pp. 34–35 *The Creative Curriculum*, pp. 45–47 Chart paper, markers, tape, self-stick notes	45–60
Workshop 2 . . . . . page 190 **Building Relationships with Families** Activities: *Communicating with Families* *Holding Conferences with Families*	• Discuss the role of communication in developing relationships with families • Review techniques for communicating with parents and family members • Identify key characteristics of successful conferences with families	*Journal*, p. 24 *The Creative Curriculum*, pp. 49, 115–116 Chart paper, markers, tape	45–60
Workshop 3 . . . . . page 193 **Resolving Differences** Activities: *Addressing Differences* *Using Reflective Listening Techniques* *The Influence of Culture*	• Use strategies for resolving differences with families • Understand the role communication plays in building and maintaining relationships with families • Explore the role that culture plays in developing relationships with families	Handout: 3A. "Reflective Listening Techniques" *Journal*, pp. 24–26 *The Creative Curriculum*, pp. 29–30 Videos: *Protective Urges* and *Essential Connections: Ten Keys to Culturally Sensitive Care* (optional) Chart paper, markers, tape	40–60
Workshop 4 . . . . . page 197 **Documenting Your Work with Families** Activity: *Identifying and Documenting Goals for Working with Families*	• Describe goals for working with families • Identify how to achieve the goals for families	*The Creative Curriculum*, pp. 97–100, 345–348 Chart paper, markers, tape, self-stick notes	30–45

Workshop 1. Every Family Is Unique

Activities	Participant Objectives	Materials	Time (minutes)
Stages of Parenthood *Special Concerns of Families with Children under Age Three*	• Review Ellen Galinsky's stages of parenthood • Develop strategies to respond to the special needs of families with very young children	Handout: 1A, "The First Three Stages of Parenthood" *Journal*, pp. 34–35 *The Creative Curriculum*, pp. 45–47 Chart paper, markers, tape, self-stick notes	45–60

Introducing the Workshop

- ❖ Open the workshop by introducing the concept that human development is continuous; from birth through adulthood people learn and change. Just as children follow certain stages in their development, so do families.
- ❖ Explain that the purposes of the workshop are to review Ellen Galinsky's stages of parenthood and apply this information in their work with families, and to examine the many factors that make working with families of children under age three a unique experience.

Activity: Stages of Parenthood

Preparing for the Activity: Review pp. 45–47 of *The Creative Curriculum* for a brief description of Ellen Galinsky's first three stages of parenthood. Prepare three pieces of chart paper with one stage on each sheet.

Participants may be interested in knowing the other three stages: the Interpretive Stage, the Interdependent Stage, and the Departure Stage. For more comprehensive information, see Ellen Galinsky's book, *The Six Stages of Parenthood*.

- ❖ Distribute Handout 1A, "The First Three Stages of Parenthood," so participants can follow your presentation and take notes.
- ❖ Identify Ellen Galinsky as a theorist who has defined six stages of parenthood, three of which occur in the first three years of life. Each stage is defined by issues facing parents and family members that relate to changes in the development of their children.

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- Ask participants to talk with a partner about issues that may arise for parents or family members during the first three stages of parenthood, identifying which stage the parents may be in.

- Invite participants to share their ideas and record information on one of three pieces of chart paper under the appropriate headings labeled: "Image-Making Stage," "Nurturing Stage," and "Authority Stage."

- Emphasize that knowledge of these stages can help caregivers/teachers better understand parents or family members and support them as the primary nurturers and educators of their children. Provide an example from the Authority Stage to make your point: Toddlers develop a sense of independence, which often involves saying no and running from parents, while parents at this stage are developing the image (the kind or type) of disciplinarians they will be of their young child. Caregivers/teachers know that this behavior is part of a normal stage of development for toddlers. Sharing with parents this fact, as well as strategies caregivers/teachers use to work with their children, may lessen the stress that sometimes occurs when parents and family members feel tested and out of control.

- Organize participants into small groups. Assign one-third of the groups to each stage of development. Ask each group to think of ways to respond to common issues (generated above) for parents during the stage of parenthood they have been assigned. Provide the following example (or any example that makes the point): New parents need to adjust the images they had of themselves before their babies were born to the reality of what the responsibility of parenthood entails. Caregivers/teachers can support parents' adjustment by listening to their concerns, being available to answer questions, and giving information about parent support groups at the local hospital, etc.

- Remind participants to consider resources that are available for parents and family members in their communities and to include this information in their responses.

- Have participants document their ideas on large self-stick notes. While participants are working, post three pieces of chart paper on the wall with the following headings: "Solutions for issues occurring during the Image-Making Stage," "Solutions for issues occurring during the Nurturing Stage," and "Solutions for issues occurring during the Authority Stage." Once participants have finished ask them to place their solutions on one of the three pieces of chart paper that you have posted on the wall.

- Review and discuss participants' information on the self-stick notes. Summarize the responses for each stage, emphasizing the significance of having this information when working with families of children under age three.

- Close the discussion by stating that understanding the stages of parenthood is only one of many factors that make working with families of children under three a unique experience.

Activity: Special Concerns of Families with Children under Age Three

- Tell participants that in this role play activity they will explore how parents or family members feel about their role in the life of their young child.

- Have participants find a partner and decide who will play a caregiver and who will play a family member.

- Ask the "caregivers/teachers" to use the questions on pp. 34–35 of the *Journal* to ask the following questions of the "family members":

  - What is the most wonderful part of being a parent?
  - What is the most challenging part for you?
  - What concerns do you have about having your child in child care?
  - What can we do to reduce your worries?
  - What kinds of things do you want to know about your child's day when you come to pick him/her up?

- Invite participants to share findings from their interviews. Challenge them to think about how valuable this information is to effectively build and maintain relationships with families. Ask participants if there are other questions they would add to gain more useful information.

- Highlight information found on pp. 48–49 of *The Creative Curriculum* to add to what participants have shared relating to special concerns of families with children under age three:

  - The stresses of parenting an infant (e.g., lack of sleep, financial resources, and/or knowledge of child development)
  - Conflicting feelings about sharing the care of their very young child (e.g., parents may feel sorry, guilty, or fearful about their child being cared for by someone other then themselves)
  - Confusion over who is who (defining the role of the parent and the role of the caregiver)
  - Wanting to feel a part of the child's day (obtaining information about the child's day while they are not present).

- Reflect on how understanding the issues facing families with very young children helps caregivers/teachers work with and ultimately partner with families.

Closing

- Confirm that the more we know about the families we work with, the more responsive to and supportive of their needs and the needs of their children we can be.

- Recall major points from the discussion that you feel need to be reinforced.

- Encourage participants to conduct an interview with parents or family members of one child in their program using the questions on pp. 34–35 in the *Journal*.

Workshop 2. Building Relationships with Families

Activities	Participant Objectives	Materials	Time (minutes)
Communicating with Families *Holding Conferences with Families*	• Discuss the role of communication in developing relationships with families • Review techniques for communicating with parents and family members • Identify key characteristics of successful conferences with families	*Journal*, p. 24 *The Creative Curriculum*, pp. 49, 115–116 Chart paper, markers, tape	45–60

Introducing the Workshop

❖ Introduce the workshop by reviewing the following key points discussed on pp. 26–28 of *The Creative Curriculum*:

- Children need caregivers/teachers and their families to work together; by working together both caregivers/teachers and families get to know the child better than if either tried to know the child on their own.
- The caregiver/teacher relationship with families builds a bridge between the child's two worlds—home and child care.
- Communication between caregiver/teacher and families is critical to the development of trusting relationships.

❖ Explain that the purpose of the workshop is to examine techniques that can be used to communicate effectively with families.

Activity: Communicating with Families

Preparing for the Activity: Draw the following matrix on chart paper (leaving out examples) to capture the participant responses.

Communication:	Formal	Informal
Verbal	*Conferences, intake interviews*	*Daily end-of-day chats, phone call updates*
Written	*Program handbooks, weekly newsletters*	*Reminders of needed items, daily highlights—sleeping, eating, bathroom schedule*

- Ask participants to think about a particular child in their care and complete p. 24 in the *Journal*.
    - What have you helped this child's parents learn about their child?
    - What is something you have learned about the child from the parents?
- Once participants have finished, ask them to share their experiences with others at their table.
- Ask participants to recall how they gathered the information from parents and how they communicated the information (e.g., they talked to parents or family members when they were picking up their children, the parent wrote them a note).
- Have each group describe the ways they share information with families members. Compile their ideas on the prepared chart.
- Have participants look at pp. 49 and 115–116 in *The Creative Curriculum* to find additional ideas for sharing information with families (e.g., taking pictures of children's activities, hanging calendars of days' highlights on the wall, posting parent education information on a bulletin board).
- Note that communication, both verbal and written, between family members and caregivers/teachers is critical to the delivery of quality care to infants and toddlers. For each family, some methods of communication work better than others.
- Continue the discussion by drawing participants' attention to the letters to families in *The Creative Curriculum* at the end of each chapter, starting with Chapter 8.
- Have each group choose a letter to review and discuss what information parents will learn and how they might modify the letter for use in their own programs.
- Stress that sharing information with parents or family members is important to establishing strong relationships.

Activity: Holding Conferences with Families

Note to Trainers:

If participants have completed the second activity, "Involving Families," from Chapter VI, "Planning and Individualizing," Workshop 2, they can use information from the activity (such as completed observations or the Planning Form for Individualizing) in their role play

- Introduce the following ideas:
    - Conducting conferences is another way to build relationships with families.
    - Holding conferences can help caregivers/teachers and families to feel more comfortable working together.
    - Conferencing gives both caregivers/teachers and families opportunities to learn more about each other and about the child.
    - Conferences should be used as a time to set new goals for children and to plan with families how to meet the new goals.

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- ❖ Have participants form groups of four and explain that they are going to create a scenario depicting a successful conference. One participant will be the documenter of the group's ideas, one will act as the family member, one will act as the caregiver/teacher, and one the narrator. The narrator will introduce the role play by giving any background information concerning the family member, caregiver/teacher, and child.
- ❖ Encourage participants to use the guidelines for holding conferences on p. 28 of *The Creative Curriculum* as they create their scenarios. Allow 15–20 minutes for groups to do their role play and hear the documenters' feedback.
- ❖ Invite participants to share what they learned from this role play and ask if any group would like to present its "conference" for the whole group.

Closing

- ❖ Review the positive characteristics and outcomes of having regular conferences with families.
- ❖ Emphasize how important conferences are to the process of building trusting relationships with families and learning more about the children in their care.
- ❖ Discuss how sharing *A Parent's Guide to Infant/Toddler Programs* could further their partnership with families by helping them to learn more about the program and ways to work together.

Workshop 3. Resolving Differences

Activities	Participant Objectives	Materials	Time (minutes)
Addressing Differences *Using Reflective Listening Techniques* *The Influence of Culture*	• Use strategies for resolving differences with families • Understand the role communication plays in building and maintaining relationships with families • Explore the role that culture plays in developing relationships with families	Handout: 3A. "Reflective Listening Techniques" *Journal*, pp. 24–26 *The Creative Curriculum*, pp. 29–30 Videos: *Protective Urges* and *Essential Connections: Ten Keys to Culturally Sensitive Care* (optional) Chart paper, markers, tape	40–60

Note to Trainers:
The three activities in this workshop build on each other. Therefore, we suggest that you plan time to present all three in order.

Introducing the Workshop

- Note that differences with families are inevitable; when handled well, they can be opportunities to learn from one another and build a relationship.
- Explain that this workshop will involve practicing some techniques that may be helpful in resolving differences.

Activity: Addressing Differences

- Ask participants to complete pp. 25–26 of the *Journal*, thinking of a time they disagreed with a family about something.
  - What did you disagree about?
  - How did you resolve your differences?
  - What did you learn about the child and family from this experience?
  - What did you learn about yourself?
- Have participants share their responses in small groups, and allow as much time as needed because these questions often raise some very emotional memories.

- Next, ask each group to identify the specific strategies that helped them address differences and build relationships with families.

- Refer participants to pp. 29–30 in *The Creative Curriculum*, "Resolving Differences." Discuss the information, probing as to whether the solutions suggested would have helped in resolving the differences listed on the chart paper.

- If available, show part or all of the video, *Protective Urges*. Discuss the information presented in the video:
    - Strong protective feelings of parents and family members and caregivers can cause conflict and negative relationships.
    - Highlight an example from the video. Parents may hold their infant at home until the child falls asleep, while caregivers/teachers feel that this is impossible for them to do because they have several children in their care. As a result of this difference the infant may fuss when the caregiver/teacher tries to put her to sleep. When the caregiver/teacher talks to the parent about the problem, the parent may feel defensive and fault the caregiver/teacher for not giving the infant enough attention.
    - The video reviews a series of steps that caregivers/teachers can take to work through conflicts with parents or family members.

- Invite participants to share any new ideas about addressing differences with families that they learned from the video.

Activity: Using Reflective Listening Techniques

- Tell participants that this activity presents a communication skill, reflective listening, which helps individuals communicate their feelings.

- First, ask the group to brainstorm a list of as many emotions as it can. Try to capture at least 30 on chart paper, from simple feelings (happy, sad, angry) to more complex ones (frustration, pride, irritation).

- Discuss why this task might be so difficult. As children, many of us were encouraged to keep our feelings to ourselves. Ask participants how many of them have heard the expression, "Big boys/girls don't cry?"

- Share the following points with participants:
    - Infant/toddler care is a particularly emotional task; caregivers/teachers and family members have very strong feelings about the care of young children.
    - These feelings can sometimes cause us to be in conflict with each other.
    - Sharing our feelings in appropriate ways is the first step to true partnership with families.

- Distribute Handout 3A, "Reflective Listening Techniques." Review the technique with participants. Remind participants that when relating to someone who is dealing with a strong emotion, it's helpful to acknowledge the feeling before trying to solve any problem. Provide an example: A parent rushes into your program one morning upset because her baby didn't have breakfast before leaving home. She says, "We were all up most of the night—he's teething—and I just can't be late this morning!" Before reassuring her that breakfast will be served soon, it's important to acknowledge her feelings of being torn between her roles as parent and employee.

- Ask participants what they might say to reflect back what the parent might be feeling. (For example, "You must feel frustrated that your baby is teething and. . .")
- Note that it's more important to try to reflect the feeling than to be 100 percent accurate. The listener can always clarify for us, if necessary. (For example: "Well, I'm not so much frustrated as angry that I have to make this choice in the morning!")
- To practice this technique, ask participants to work in pairs, taking turns relating a difficulty they had in the previous week. The partner will reflect back the feelings he or she hears.
- Conclude by reminding participants that we all want to be heard and understood, and that reflective listening is a communication tool to make this easier.

Activity: The Influence of Culture

Note to Trainers:

If participants have completed the second activity, "Understanding Our Own Culturally Based Beliefs," from Workshop Series III, "The Central Role of Caregivers/Teachers," begin this activity by having them review their responses. If they have not completed this activity, then have them do so before continuing.

- Review with participants their responses to the questions on pp. 36–38 in the *Journal*, as well as pp. 50–51 of *The Creative Curriculum*, which discuss the influence of culture.
- Discuss key concepts shared in the *Curriculum*. For example, it is easy to misinterpret what families say or do if the caregiver/teacher does not understand the family's cultural beliefs and practices. Families can teach a lot about culture, but caregivers/teachers must be willing to ask questions and be open to learning.
- Remind participants that each family may have its own ways of communicating. For example, different cultures use physical distance between speakers, eye contact, and unspoken gestures in various ways.
- If available, show the video *Essential Connections: Ten Keys to Culturally Sensitive Care*.
- Revisit participant responses concerning differences that they have had with parents (already recorded on the chart paper during the activity, "Addressing Differences").
- Ask the groups to discuss the differences between parents or family members and caregivers/teachers in light of the ten keys to culturally sensitive child care.

- Challenge participants to think of ways that they may have avoided differences with parents by applying what they learned from the video or other information shared.

Closing

- Acknowledge the complex role the caregiver/teacher plays in creating a quality program for infants/toddlers and their families.
- Remind participants of *The Creative Curriculum* framework, which illustrates families and children as two legs of the triangle resting on the foundation, the caregiver/teacher. The caregiver/teacher must develop strategies for resolving differences with families to deliver high-quality services to infants and toddlers.
- Invite participants to share any new ideas from this workshop that will help them in their work with families.

Workshop 4. Documenting Your Work with Families

Activity	Participant Objectives	Materials	Time (minutes)
Identifying and Documenting Goals for Working with Families	• Describe goals for working with families • Identify how to achieve the goals for families	*The Creative Curriculum,* pp. 97–100, 345–348 Chart paper, markers, tape, self-stick notes	30–45

Note To Trainers:
If the program or providers you are working with have adopted the "Goals for Working with Families" form (*The Creative Curriculum,* pp. 97–100), this activity can use actual information from the families with which they work, taking into consideration confidentiality issues.

Introducing the Workshop

- ❖ Begin the workshop by stating that just as we have goals and objectives for working with children to individualize our program, it is equally important to individualize for each family. For this reason *The Creative Curriculum* includes goals for working with families.
- ❖ Explain that this workshop will help caregivers/teachers to identify goals for working with families and to document progress in achieving each goal.

Activity: Identifying and Documenting Goals for Working with Families

- ❖ Hang four pieces of chart paper around the room, with the four goals for working with families in *The Creative Curriculum*:
  - To build partnerships with families
  - To support families in their parenting role
  - To support families in their role as primary educators of their child
  - To ensure that the home cultures of the children's families are reflected in the program
- ❖ Ask participants to write on self-stick notes all of the activities they do that involve families. Have them place the self-stick notes on the sheets of chart paper that best describe the purpose of their activities involving parents.
- ❖ Review the activities, highlighting the four goals for working with families described in Chapter 5 of *The Creative Curriculum.*

- Direct participants to the completed "Goals for Working with Families" form on pp. 97–100 in *The Creative Curriculum*, which provides an example of what one family child care provider does to make accommodations in her program based on the information gathered from a family member.

- Ask participants to consider how they might use this form (found in Appendix B of *The Creative Curriculum*) to individualize the care they provide and document their work with families.

Closing

- Review the importance of documenting participants' important work with families and evaluating their progress in achieving goals they set.

- Challenge participants to consider using the "Goals for Working with Families" form to further individualize their work with children and families.

The First Three Stages of Parenthood

Image-Making Stage

(the way parents or family members think their new life with a child will be)

Nurturing Stage

(the way parents or family members care for and protect their children)

Authority Stage

(the way parents or family members place limits on their children's behavior)

Based on Ellen Galinsky, The Six Stages of Parenthood. Reading, MA: Addison-Wesley Publishing Co., 1987.

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Reflective Listening Techniques

This techniques helps both children and adults identify and trust their feelings and express them constructively.

1. Be attentive and through your body language show you are open to listening.
2. Hear and define the feeling after listening with full attention. Ask yourself, "What is she feeling?" Think of a word that describes that feeling.
3. State the feeling. Use the feeling words in a sentence. Sometimes your sentence will take this form:

You feel________________**because** ________________.

Or

It's really________________**when**____________________.

List some feelings:

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Part Two

VIII

Creating a Welcoming Environment

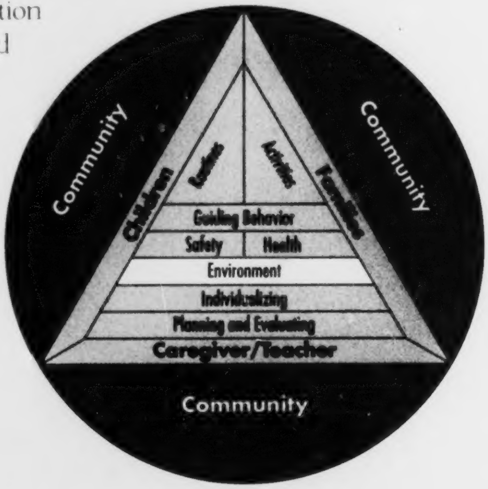
Purpose of This Workshop Series

Physical environment has a profound affect on everyone. Because children and caregivers/teachers spend most of their waking hours in this setting, it should be a place made for them. Establishing and maintaining a welcoming environment involves organizing indoor and outdoor areas that encourage play and exploration; providing comfortable areas and appropriate equipment for routines; selecting and arranging equipment and materials that foster growth and learning; and planning and implementing a schedule and routines that respond to the needs of children under age three.

This series of workshops is designed to help participants plan a responsive environment for infants and toddlers. Participants will learn how to arrange the environment to convey positive messages to children and families; create appropriate indoor and outdoor spaces; and select and organize materials to meet the changing needs and interests of all children in their care.

Big Ideas

- Our physical surroundings affect how we feel and how we act.
- For infants and toddlers, a welcoming environment is safe, comfortable, interesting, challenging, filled with things that are familiar to them and appealing, and designed with their developmental abilities in mind.
- For parents, a welcoming environment includes comfortable places for them to relax, a place where information is shared, places for their child's belongings, and objects and materials relevant to their family's culture.
- For caregivers/teachers, a welcoming environment makes it easier for them to be efficient, has comfortable places for them to be with children, and includes adult-only spaces to work and relax—with storage for their personal belongings.



Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 203 **How Environments Affect Us** Activities: *Your Favorite Space* *Places that Work and Ones that Don't*	• Explore ways that behavior and feelings are influenced by physical surroundings • Design spaces for caregiving that are appealing and functional	*Journal*, p. 59 Chart paper, markers, tape	45–60
Workshop 2 . . . . page 206 **Messages in the Environment** Activity: *Ways the Environment Conveys Positive Messages*	• Discuss how the environment conveys powerful messages to children and families • Plan the organization of space and materials to convey positive messages	Handouts: 2A, "Positive Messages for Families" 2B, "Action Plan" *Journal*, pp. 60–61 *The Creative Curriculum*, pp. 103–104, 115–116	45–60
Workshop 3 . . . . page 208 **Selecting and Organizing Materials** Activities: *Thinking about Materials* *Environments that Respond to Children*	• Select materials based on a knowledge of children's changing abilities and interests • Organize materials and equipment in ways that support children's explorations and development	Handout: 3A, "Planning a Responsive Environment" *Journal*, pp. 63–65 *The Creative Curriculum*, pp. 102, 111–112 Various homemade and commercially available toys	30 –60
Workshop 4 . . . . page 211 **The Outdoors** Activities: *A Child's View of the Outdoors* *Good Spaces for All Ages*	• View the outdoors from the perspective of an infant and a toddler • Explore outdoor environments that are safe and interesting for infants and toddlers	Handout: 4A, "Outdoor Perspectives" *Journal*, p. 62 *The Creative Curriculum*, pp. 109–110	30–45

Workshop 1. How Environments Affect Us

Activities	Participant Objectives	Materials	Time (minutes
Your Favorite Space *Places that Work and Ones that Don't*	• Explore ways that behavior and feelings are influenced by physical surroundings • Design spaces for caregiving that are appealing and functional	*Journal*, p. 59 Chart paper, markers, tape	45–60

Introducing the Workshop

❖ Note that setting up the environment is one of the first steps in preparing to care for infants and toddlers. The physical environment has a profound effect on the feelings and actions of children, their families, and caregivers/teachers.

❖ Emphasize the fact that environments must "work" from the perspectives of all who use them—children, caregivers, family members, and other program staff.

Activity: Your Favorite Space

Have participants respond to the first two questions on p. 59 in the *Journal* about their favorite space.

- What does it look like?
- How do you feel when you are in this space?

❖ Record participants' responses on chart paper labeled with the following categories:

- Expansive spaces (large, open, airy, outdoors, etc.)
- Contained spaces (small, closed, tight, etc.)
- Muted spaces (low activity, soft noises, low lights, etc.)
- Intense spaces (high activity, loud noises, bright lights, etc.)

❖ Ask participants to answer the third question on p. 59 in their *Journal*: "In what ways does your child care setting contain the same characteristics?" Invite them to share their responses with the group and record them on chart paper.

- ❖ Identify and discuss similarities in the responses to the questions. (For instance, some may prefer spaces that are bright, wide-open areas; others may like spaces that are quieter and more peaceful.)
- ❖ Encourage participants to draw conclusions about factors they feel should be part of all infant/toddler environments. (They may suggest those that address safety, health, ease of use, and visual appeal.) Other features reflect individualized tastes—high-activity areas and quiet spaces, bright areas and more dimly lit sections, etc. Infant/toddler environments should offer a variety of spaces.

Activity: Places that Work and Ones that Don't

Preparing for the Activity: Post six pieces of chart paper on the walls. Write one of the following quotes at the top of each paper. (Be sure to include the perspective information on each sheet: *Infant's Perspective, Caregiver/Teacher's Perspective*, or *Toddler's Perspective*).

- What makes it possible for me to get all the sleep I need? *(Infant's Perspective)*
- What facilitates my helping children to relax, fall asleep, and stay asleep until they're ready to awaken? *(Caregiver/Teacher's Perspective)*
- What helps me be able to eat by myself when I want to? *(Toddler's Perspective)*
- What facilitates my feeding infants and toddlers when they're hungry, and supporting them to learn to feed themselves when they're ready? *(Caregiver/Teacher's Perspective)*
- What allows me to play with toys? *(Toddler's Perspective)*
- How can I welcome and involve parents in my program? *(Caregiver/Teacher's Perspective)*

- ❖ Note that environments must work from the perspectives of all who use them—children, caregivers, family members, and other program staff. Most of the day with infants and toddlers in a child care program is spent in routines and activities. Daily routines include saying hello and good-bye, preparing and eating food, napping, diapering and toileting, and dressing. These, along with other planned and spontaneous activities, occupy much of the day for infants, toddlers, and caregivers/teachers.
- ❖ Discuss the variety of indoor infant/toddler care environments. Point out that caregivers must create environments that include a greeting area, a food preparation and eating area, a sleeping area, a changing area and bathroom, and play areas with spaces for active, messy, quiet, individual, and group play. (Note that outdoor areas will be addressed in a separate activity.)

- After identifying the "types" of environments, highlight these points: environments should be appealing (including special touches, such as plants, pictures, soft furniture, and so on), provide just the "right amount" of stimulation, allow for movement, be easy to maintain, include storage space, and promote infants' and toddlers' play and exploration, eating and sleeping, and other activities.

- Introduce the activity: identifying (from children's and adults' perspectives) things that make routines and activities work well in infant and toddler environments. Form small groups of four to six participants each.

- Place one chart on each table, and ask each group to take a minute or two to respond to the question on the chart. When the time is up, have each group pass its paper to the table on the right and add to the responses completed by the previous group. Continue this activity until each group has had a chance to answer each question.

- When each group has its original chart again, ask participants to refer to pp. 105–107 of *The Creative Curriculum* for other ideas that may not be listed and add them to the list. Post the charts on the walls.

- Ask each group to share three ideas from its list, along with the reverse of each. (For example, responding to a question about napping from a toddler's point of view, one response is "Having my cot in the same place every day makes it possible for me to get all the sleep I need." The opposite response is "If my cot is in a different place every day, it's hard for me to get all the sleep I need.")

Closing

- Summarize the points made during the discussion about adults' favorite spaces and ways in which we organize environments for children.

- Encourage participants to read the suggestions for creating welcoming environments in *The Creative Curriculum* in Chapter 7, "Creating a Welcoming Environment."

- Post the lists in the workshop space so participants can refer to them during the rest of this workshop series.

Workshop 2. Messages in the Environment

Activity	Participant Objectives	Materials	Time (minutes)
Ways the Environment Conveys Positive Messages	• Discuss how the environment conveys powerful messages to children and families • Plan the organization of space and materials to convey positive messages	Handouts: 2A. "Positive Messages for Families" 2B. "Action Plan" *Journal*, pp. 60–61 *The Creative Curriculum*, pp. 103–104, 115–116	45–60

Introducing the Workshop

- ❖ Ask participants to recall times they have seen young children enter a new environment, how children look around, and appear to be deciding what kind of a place it is.

- ❖ Note that if children could verbalize what they are feeling they might say:

  - Do I feel comfortable here?
  - Do people know who I am and do they like me?
  - Is this a place I can trust and where I can feel safe?
  - Can I explore and go wherever I want?
  - Can I count on people to take care of me?

- ❖ Explain that the way caregivers/teachers organize their environments—in addition to the way they interact with infants and toddlers—sends powerful messages to children and their families. These messages foster infants' and toddlers' development of trust and autonomy, and help parents feel comfortable about leaving their children in the care of other adults.

Activity: Ways the Environment Conveys Positive Messages

- ❖ Ask participants to think about the ways in which their centers/homes convey messages to infants and toddlers and their families.

- ❖ Ask half of the participants to consider and respond to the statements on pp. 60–61 in the *Journal*, "Arranging the Environment to Give Positive Messages":

  - "This place is comfortable."
  - "You belong here."
  - "This is a place you can trust."

  - "You can explore on your own."
  - "I will take care of you."

- Ask the other participants to complete Handout 2A, "Positive Messages for Families."

  - "You are always welcome here."
  - "Transitions are difficult; take your time."
  - "Make yourself at home; observe your child at play."
  - "Your interests, ideas, and help can enrich our program."
  - "We are all learners."

- Ask for responses from both groups. Note which strategies seem to give similar or related messages to children and families (e.g., pictures of the children and their families hung near the entrance tells children that they belong here and also helps to welcome their parents; a greeting area that facilitates caregivers' talking with a parent and child tells children, "I will take care of you," while letting their parents know, "Transitions are difficult; take your time." Also note which strategies are specific to children's feelings (children have a safe place to keep their special belongings) and to parents' feelings (a message board tells parents about the children's day).

- Refer participants to pp. 103–104 and 115–116 in *The Creative Curriculum* to compare their ideas to the ones in the book.

Closing

- Summarize the major points that participants (and you) made as you discussed the *Journal* and responses to Handout 2A, "Positive Messages for Families." Note that there are many ways in which child care professionals convey positive messages to children and their families.

- Highlight the following points:

  - Environments for infants and toddlers must help them to develop trust and autonomy, which are promoted by the positive messages the environments convey.
  - Environments for infants and toddlers also must help parents to feel at ease as they leave their children with caregivers/teachers, engage in their daily activities separate from their children, and reunite with their children when they arrive to take them home.

- Ask participants to identify at least one strategy they will try immediately after the workshop to make their environments more positive spaces for children and families, and to identify additional environmental changes they will make during the coming weeks and months to enhance the positive messages their spaces convey. Provide Handout 2B, "Action Plan," for participants to use to record their plans.

- Suggest that participants post their action plan on a cupboard door or another similar location in their work space to remind them to make the changes.

Workshop 3. Selecting and Organizing Materials

Activities	Participant Objectives	Materials	Time (minutes)
Thinking about Materials *Environments that Respond to Children*	• Select materials based on a knowledge of children's changing abilities and interests • Organize materials and equipment in ways that support children's explorations and development	Handout: 3A, "Planning a Responsive Environment" *Journal*, pp. 63–65 *The Creative Curriculum*, pp. 102, 111–112 Various homemade and commercially available toys	30 –60

Note to Trainers:

The optimal setting for this workshop is an infant/toddler environment in which developmentally appropriate materials are displayed invitingly. As an alternative, you could select a variety of infant and toddler play materials to display in a training room. Be sure that the materials displayed (in either setting) address the seven areas indicated in the *Journal*, pp. 63–65 ("What do you have available to promote fine motor skills? …to promote gross motor skills? …to encourage children to use their senses? ..to inspire dramatic play? …to encourage children to explore shape, size, and balance? …to invite quiet, peaceful play? …to engage children in cooking?) Also have on hand a mix of commercially available toys and homemade toys, such as those listed on p. 230 in *The Creative Curriculum*.

Introducing the Workshop

- Point out that the materials caregivers/teachers select encourage infants and toddlers to investigate and explore. Therefore, materials must be organized so that infants and toddlers can safely look at, touch, take apart, put together, climb over or under, suck on or chew almost everything in "their" space. Parents must feel that their children will be stimulated by their environments and be able to engage in play in ways that are safe and healthy.

- Ask participants to think about things they liked to play with when they were children and reflect on the features of these toys:

  - What were your favorite toys?
  - What kinds of things could you do with them?
  - How did you feel when you were playing with these toys?
  - How are these toys similar to the materials you provide for children today? How are they different?

Activity: Thinking about Materials

- ❖ Invite participants to tour the room, studying the toys and materials displayed.
- ❖ Have each table group select several toys so that the toys are equally distributed.
- ❖ Noting that the same toy may be used very differently by a young infant, mobile infant, and toddler, have participants examine the toys they selected while considering the following questions:
    - Will the toy interest a young infant? A mobile infant? A toddler?
    - Will the child be able to use it safely?
    - What skills does the child need?
    - What will the child learn?
- ❖ Refer participants to the categories of toys on pp. 63–64 in the *Journal* (also listed in the "Note to Trainers"). Have them decide which category each toy fits.
- ❖ Repeat this process by having groups exchange toys until every group has had an opportunity to explore all the materials you displayed.
- ❖ Have participants review the lists of materials on pp. 111–112 of *The Creative Curriculum*.
- ❖ Ask participants to think about the materials they explored earlier—are there any adaptations to be made or assistance provided to help children who have physical challenges, sensory impairments, or other special needs? Have participants discuss this point in their small groups and record their responses on p. 65 of the *Journal*.
- ❖ Note that pp. 113–115 and 230–232 in the *Curriculum* have suggestions for environmental changes and adaptations to toys for children with special needs.

Activity: Environments that Respond to Children

- ❖ Ask participants to think about their environments—are they the same from week to week, month to month, or do they change?
- ❖ Explain that, because infants and toddlers grow and change so quickly, the environment must be changed regularly to provide new challenges and inspire new interests.
- ❖ Distribute Handout 3A, "Planning a Responsive Environment." Have participants work with a partner to identify at least one strategy for arranging the environment for each characteristic of what children can do, and the ways in which each strategy supports the development of young infants, mobile infants, and toddlers.
- ❖ If time allows, invite participants to share their responses with the large group so that people can add to their own charts.

- Have participants look at the chart on p. 102 in the *Curriculum* to compare their ideas with those in the book. Note that there are many different ways to support children's development by planning a responsive environment.

Closing

- Review the ideas that were shared during this session regarding toys and other materials that support young children's growth and development, and the ways in which these materials might be arranged in their environments.
- Refer participants to the information on indoor environments for infants and toddlers provided in *The Creative Curriculum*, pp. 101–108 and 110–116.
- Suggest that participants think of one change they want to make to modify their environment and complete pp. 63–65 in the *Journal* when they return to their programs.

Workshop 4. The Outdoors

Activities	Participant Objectives	Materials	Time (minutes)
A Child's View of the Outdoors *Good Spaces for All Ages*	• View the outdoors from the perspective of an infant and a toddler • Explore outdoor environments that are safe and interesting for infants and toddlers	Handout: 4A, "Outdoor Perspectives" *Journal*, p. 62 *The Creative Curriculum*, pp. 109–110	30–45

Note to Trainers:
This workshop should be conducted in an outdoor area that is appropriate for infant and toddler play—one that is free of safety hazards and debris, includes sunny and shady spaces, and has infant- and toddler-sized equipment and play materials, such as those listed on pp. 109–110 of *The Creative Curriculum*.

Introducing the Workshop

- ❖ Remind participants that time outdoors each day—every day—is important for children's physical health and emotional well-being.
- ❖ Ask participants to think about things they enjoyed doing outdoors when they were children, and all that outdoor environments offer to children.

Activity: A Child's View of the Outdoors

- ❖ Ask participants to select a spot outdoors, taking with them their copies of the *Journal* and *The Creative Curriculum*.
- ❖ Ask them to reflect on their memories of their childhood outdoor experiences.
- ❖ Encourage participants to identify the kinds of outdoor experiences they would like the infants and toddlers in their care to have.
- ❖ Distribute Handout 4A, "Outdoor Perspectives," and ask participants to look around them and reflect as they answer the questions.
- ❖ Encourage participants to share their responses with the larger group.

Activity: Good Spaces for All Ages

- ❖ Review questions on p. 62 of the *Journal*.
  - "How do you provide outdoor spaces for young infants to look around and take in the action?"
  - "How does your outdoor space enable mobile infants to cruise and crawl and pull themselves up as they explore the outdoors?"
  - "What equipment and materials do you have in your outdoor space to encourage toddlers to run, climb, jump, push, pull, haul, and dump as they actively explore the outdoors?"

- ❖ In preparation for answering these questions, ask participants to spend about ten minutes exploring the outdoor area as infants and toddlers might. They could:
  - Reach for and grasp items, kick large balls
  - Remove their shoes and feel the grass with their feet
  - Talk about what they see as they lie on their stomachs or their backs, stand on a platform, raise themselves to infant-in-a-swing level, climb to the top of the slide ladder
  - Fill and dump with sand or water
  - Push riding toys and carts on hard surfaces
  - Paint a wall with water
  - Build forts with hollow blocks

- ❖ Have participants respond to the *Journal* questions on p. 62. Invite them to discuss the questions with other participants and refer to *The Creative Curriculum*, pp.109–110, for additional suggestions.

- ❖ Encourage participants to share their responses with the large group. Suggest that they record any ideas they would like to add to the suggestions they had listed in the *Journal*.

Closing

- ❖ Allow time for participants to reflect on the experiences they had outdoors as children and compare these with the experiences they had outdoors during this workshop.
  - How were they similar?
  - How were they different?

- ❖ Summarize the points made during the participants' reflections and discussions during the workshop. Stress the variety of experiences that infants and toddlers can experience outdoors, using their senses as well as their small and large muscles, solving problems, engaging in imaginary play, and so on.

- ❖ Ask participants to think about their program's daily schedule to make sure they are allowing enough time for outdoor play every day.

Positive Messages for Families

Your environment sends powerful messages to children's families. Jot down some ways your home or center space sends the following messages:

"You are always welcome here."

"Transitions can be difficult; take your time."

"Make yourself at home; observe your child at play."

"Your interests, ideas, and help can enrich our program."

"We are all teachers."

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Action Plan

To make my environment more positive for children and families, I will...	Some other changes I will make are...

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Planning a Responsive Environment

Because infants and toddlers grow and change so quickly, the environment must be changed to provide new challenges and inspire new interests, as shown on the chart below:

Planning a Responsive Environment

What Children Can Do		Ways You Can Arrange the Environment	How This Supports Development
Young Infants	Notice and watch what goes on around them. Reach for, bat, and poke at objects. Respond to being held and rocked. Developing the ability to sit and crawl.		
Mobile Infants	Pull themselves up to a standing position. Push, pull, fill, and dump objects. Take comfort from familiar objects and reminders of home. Sometimes need to be alone.		
Toddlers	Walk, run, climb, and play with objects and toys. Sometimes want to do more than they can do. Play alongside and with others.		

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Outdoor Perspectives

How can infants and toddlers get from the classroom to this spot in the outdoors safely and without stress?
What can children see from this space?
Are there fragrances that children can smell in this space?
What sounds can children notice in this space?
Is there anything that can be added to the space that will make it different from the way it is now (e.g., an umbrella or other shade-producing item, a cardboard box for crawling through or sitting in to muffle sounds)?

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Part Two

IX

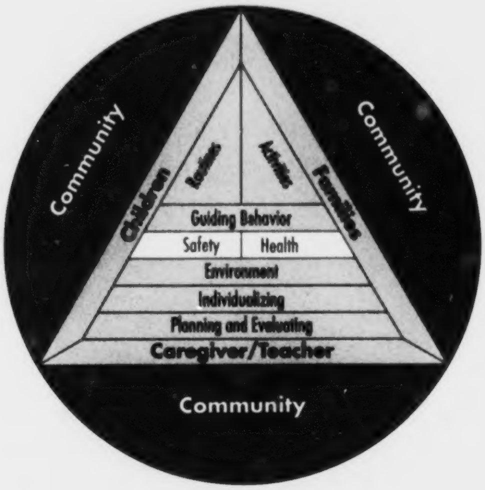
Promoting Safety and Health

Purpose of This Workshop Series

A safe and healthy environment is a basic requirement of a quality program. When children are safe from harm and healthy, they have the energy to explore and learn. The purpose of this workshop series is to increase participants' knowledge of safety and health issues so they can better ensure children's safety and promote their health. The workshops expand on the level of participants' current knowledge about correct practices with infants and toddlers and describe how to promote safety and health measures appropriate to the age and developmental stage of each child in their care.

Big Ideas

- A primary responsibility of a child care program is to keep children safe and healthy.
- Caregivers/teachers should know how to prevent accidents, how to respond in an emergency, and how to prevent and deal with health problems.
- Caregivers/teachers can take specific measures to allow infants and toddlers to explore their environment and take reasonable risks without jeopardizing their safety and health.
- As children grow and develop, the steps to keep them safe must change.


Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 219 **Assessing Health and Safety Practices** Activity: *Walk About for Health and Safety*	• Identify safety and health practices that affect a quality program • Develop a list of current health and safety practices in place in their programs • Identify safety and health practices that should be strengthened	Handout: 1A, "Action Plan" Chart paper, tape, a marker for each participant	30–60
Workshop 2 . . . . page 221 **Good Health and Safety Practices** Activity: *Building a Body of Knowledge*	• Discuss important preventive measures that promote infants' and toddlers' safety • Review ways to help children develop good nutrition and other healthy habits	*The Creative Curriculum* (at least 6 copies) Butcher block or newsprint Tape, markers, index cards	60–100
Workshop 3 . . . . page 224 **Health, Safety, and Children's Developmental Stages** Activities: *Exploring the World Safely* *Charting Health and Safety*	• Identify feelings about and practices related to keeping children safe while allowing for exploration • Explore ways to carry out safety procedures that meet the changing developmental needs of children • Describe how to meet children's health requirements from birth to age three	Handout: 3A, "Health and Safety and the Developmental Needs of Children" *Journal*, p. 74 *The Creative Curriculum*, pp. 120–121, 134–136 Chart paper, markers, tape	60–80

Workshop 1. Assessing Health and Safety Practices

Activities	Participant Objectives	Materials	Time (minutes)
Walk About for Health and Safety	• Identify safety and health practices that affect a quality program • Develop a list of current health and safety practices in place in their programs • Identify safety and health practices that should be strengthened	Handout: 1A, "Action Plan" Chart paper, tape, a marker for each participant	30–60

Introducing the Workshop

- ❖ Explain that the purpose of this workshop is to look at ways caregivers/teachers can keep children in their care safe and healthy every day.
- ❖ Acknowledge that keeping infants and toddlers safe and healthy is a basic requirement of any quality program.

Activity: Walk about for Health and Safety

Preparing for the Activity: Write one of the following headings on each sheet of chart paper; then post the charts on walls around the room.

1. "Health and safety are important because…"
2. "Some important health issues for infants and toddlers are…"
3. "Some important safety issues for infants and toddlers are…"
4. "Illnesses we've had in our program are…"
5. "Accidents we've had in our program are…"
6. "Our health policies say…"
7. "How I stay healthy is…"
8. "What I know about health and safety for infants and toddlers could fill…" (in a two-column format write "The head of a pin" and "A book").

- ❖ Read the chart headings aloud and explain that each is a statement or question related to the safety or health of infants and toddlers.

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- Ask participants to take a marker and walk around the room. Have them stop at each of the charts and write a comment or two about their thoughts or experiences related to the topic, being sure their comments have not already been recorded. For the chart, "What I know about safety and health could fill a…," ask them to place a check mark in the column that best describes how much they know at this time.
- As participants write on the charts, circulate and offer assistance when necessary. After participants have finished (about 15 minutes), ask volunteers to read or summarize each chart.
- Clarify or expand on key points as appropriate.

Closing

- Remind participants that keeping infants and toddlers safe and healthy is a critical responsibility.
- Reiterate that there is always more to learn about health and safety issues.
- Reaffirm that ensuring children's safety and health takes ongoing commitment and knowledge on everyone's part. Have participants use Handout 1A, "Action Plan," as a tool for identifying measures they can take to improve safety and health practices in their program.

Workshop 2. Good Health and Safety Practices

Activities	Participant Objectives	Materials	Time (minutes)
Building a Body of Knowledge	• Discuss important preventive measures that promote infants' and toddlers' safety • Review ways to help children develop good nutrition and other healthy habits	*The Creative Curriculum* (at least 6 copies) Butcher block or newsprint Tape, markers, index cards	60–100

Introducing the Workshop

❖ Share with participants that there is a lot we can learn from each other about how to keep children safe and healthy.

❖ Explain that this workshop builds on their current knowledge of health and safety issues and provides them with further information on these topics.

Activity: Building a Body of Knowledge

Preparing for the Activity. Review chapters 8 and 9 in *The Creative Curriculum*. Give each table or group a six-foot-long piece of butcher paper or newsprint, a set of markers, masking tape, and a copy of the *Curriculum*. Write one of the following headings on each of six index cards.
(The page numbers refer to *The Creative Curriculum*.)

1. Preventing Accidents	pp. 122–123
2. Planning for and Responding to Emergencies	pp. 124–127
3. Preventing Health Problems	pp. 136–139
4. Responding to Child Abuse and Neglect	pp. 140–141
5. Responding to Sick Children	pp. 142–145
6. Helping Children Develop Good Nutrition and Other Health Habits	pp. 145–147

❖ Ask participants to form a line around the room. People who feel they know a great deal about safety and health for infants and toddlers should stand at one end of the line. People who feel they know only a little should stand at the other end. Those with an "in-between" level of knowledge can line up between the two ends.

- Form six groups as follows.
    - Have the first six "most knowledgeable" people count off by sixes.
    - Assign each to a different table. They will be group leaders.
    - Ask the remaining participants to count off by sixes and join the group leader with the corresponding number.

- Have each leader choose a labeled index card. Explain that each card identifies a safety or health topic as well as the page numbers containing relevant information in *The Creative Curriculum*. Instruct group members to take about 15 minutes to read about their topic and discuss important points among themselves.

- Next, instruct groups to create a "body of knowledge" about their topic.
    - Draw the outline of one volunteer in each group on a sheet of butcher paper.
    - Fill in the outline with information group members think everyone should know.
    - Prepare a brief (five-minute) presentation about the group's topic and "body of knowledge" to share with other groups.

- If necessary, comment or expand on each group's presentation. Be sure the following points are mentioned or add them yourself:

Preventing Accidents—As infants become more mobile, the safety of their environment must be reassessed constantly. What once was of little concern may now pose a major safety hazard. The most important preventive measures you can take are to check indoor and outdoor environments routinely for potential problems and ensure that you have policies in place to address these problems. Using a safety checklist is a useful reassessment tool for prevention. Note that Appendix C of the *Curriculum* contains a safety checklist.

Planning for and Responding to Emergencies—Even with the best prevention measures, accidents happen. Because humans tend to panic or freeze in a crisis, it is important to prepare thoroughly by practicing what to do. To prepare for any emergency, it is useful to follow three basic steps: participate in training; maintain a well-stocked first aid kit; and have up-to-date emergency plans readily available. It is also important to share policies and procedures with parents.

Preventing Health Problems—Prevention involves three basic strategies: screening children for potential health problems; checking regularly for signs of child abuse and neglect; and checking daily to be sure that preventive measures are in place.

Responding to Child Abuse and Neglect—Most experts agree that there are four types of abuse: physical abuse, sexual abuse, emotional abuse or maltreatment, and neglect. Abuse can occur in any family, regardless of income or culture. Caregivers/teachers should observe children daily for possible physical and behavioral signs of abuse (listed on pp. 140–141). Early childhood professionals have a legal responsibility to report suspected child abuse or neglect. It is important for participants to be aware of their state-specific reporting requirements and program policies. Though caregivers may be very uneasy and feel they face a moral dilemma when they are not sure if abuse actually occurred, they have no greater responsibility than to protect children from harm.

Responding to Sick Children—The American Academy of Pediatrics takes the stance that there are very few illnesses for which children should be sent home. Much of a program's approach to dealing with sick children is a management issue. State licensing regulations and program policies usually identify when children are too contagious or too sick to remain in care. Every program should have a policy in place that outlines step-by-step procedures to follow when a child becomes ill, either temporarily or long-term. Responding to emergencies such as asthma or food poisoning also requires preventive measures and very specific written emergency plans. If a child with a long-term condition is in a program, it is important to become knowledgeable about the child's condition. It is also important to follow universal precautions to prevent the spread of "blood-borne pathogens" such as hepatitis B and AIDS.

Helping Children Develop Good Nutritional and Other Healthy Habits—Caregivers/teachers set the tone by routinely modeling and helping children develop permanent positive habits through eating experiences and other self-help skills, such as washing hands, brushing teeth, sneezing and coughing toward the floor, blowing one's nose into a tissue, disposing of trash correctly, and putting on outerwear.

❖ At the end of each presentation, invite participants to share additional ideas, comments, or questions about the topics. Point out that many individuals and organizations in their communities share the responsibility for keeping infants and toddlers healthy. Remind the group that we serve children best when we work as a team with their families and with community agencies.

Note to Trainers:
Consider variations using other safety and health topics covered in *The Creative Curriculum*. These include: Safety Procedures and the Developmental Needs of Children, Helping Children Become Aware of Safety, and Using Partnerships to Enhance Children's Health. You might also assign participants from two different classrooms to work together, using the safety and health checklists in Appendix C to identify and correct safety and health measures in each other's classrooms.

Closing

❖ Give participants a few minutes to consider what they have learned and how it applies to their work with infants and toddlers. Suggest that they think about what they can do to improve the health and safety environment for their children.

❖ Emphasize the role of prevention as a way to stop possible problems before they occur. Remind participants that by constantly anticipating accidents they can take measures to keep them from happening.

❖ Point out that caregivers/teachers set the tone for good lifelong nutrition and health habits by modeling them for children.

Workshop 3. Health, Safety, and Children's Developmental Stages

Activity	Participant Objectives	Materials	Time (minutes)
Exploring the World Safely *Charting Health and Safety*	• Identify feelings about and practices related to keeping children safe while allowing for exploration • Explore ways to carry out safety procedures that meet the changing developmental needs of children • Describe how to meet children's health requirements from birth to age three	Handout 3A. "Health and Safety and the Developmental Needs of Children" *Journal*, p. 74 *The Creative Curriculum*, pp. 120–121, 134–136 Chart paper, markers, tape	60–80

Note to Trainers:
Keeping children safe and healthy while continuing to provide a stimulating environment depends on the caregivers' ability to know what is appropriate for the age and stage of each child in their care. For this reason we suggest that this workshop follow one of the activities from Workshop Series IV, "Knowing Infants and Toddlers."

Introducing the Workshop

❖ Explain that in this workshop participants explore safety measures that make sense. These measures are based on what is known about the developmental stages of young infants, mobile infants, and toddlers.

❖ Point out that participants must find a balance between ensuring safety and simultaneously meeting infants' and toddlers' needs to explore and experience their world as they progress from one developmental stage to the next.

Activity: Exploring the World Safely

❖ Invite participants to consider the question, "Can there be such a thing as too much attention to safety?" Recall that safety plays an important role in a quality program. However, according to research, if children are too closely supervised, they may postpone their risk-taking until a time or place that is not as safe as your program.

❖ Ask participants to read pp. 128–29 in *The Creative Curriculum*. When they have finished, ask them to complete the questions on p. 74 of the *Journal*.

- Do the children feel free to explore the indoor and outdoor environments in your program?

- Do the children find your environment challenging?
- How do you encourage children to take "reasonable" risks?

- Ask participants to share their answers and thoughts with a partner.
- If time permits, conclude the activity by inviting participants to complete the other safety and health activities in the *Journal*.

Activity: Charting Health and Safety

Preparing for the Activity: Review the charts on pp. 120–121 and 134–136 of *The Creative Curriculum*.

- First ask participants to recall ways in which young infants, mobile infants, and toddlers differ from each other. For example, to explore their world, young infants use taste and touch; mobile infants creep, crawl, pull themselves up, cruise, and walk; toddlers climb, run, and role play.
- Remind the group that as infants and toddlers grow and develop, safety procedures and health practices must change to meet children's changing needs.
- Distribute Handout 3A, "Health and Safety and the Developmental Needs of Children." Show the entire group how to complete the chart by reviewing the example already completed for young infants. Ask the group to suggest a second example for mobile infants and toddlers. Then give each pair or small group part of the chart to complete. Allow about 15 minutes.
- When the time is up, refer participants to the completed charts on pp. 120–121 (safety) and 134–136 (health) in *The Creative Curriculum*. Allow five to ten minutes for participants to compare their answers to those in the book.
- Finally, distribute a piece of chart paper to each group. Ask group members to list any ideas they have in addition to those in *The Creative Curriculum*, and select a reporter to present their ideas to the others for discussion.

Closing

- Ask participants to take a few minutes to reflect on what they learned from the workshop and think about how they can apply it in their work. Volunteers may want to share their insights and ideas.
- Stress that caregivers/teachers must be aware of children's stage of development at any given time so that they can adapt safety and health practices to meet constantly changing needs. A primary responsibility is to provide a safe environment that encourages movement and exploration as well as the development of self-help skills.
- Note that caregivers/teachers must make sure that although safety is never compromised, children can explore their environment. The constant challenge is to balance these two needs by creating safe opportunities for experimenting and reasonable risk-taking.

Action Plan

To improve health and safety practices in my program, I will…	Materials/Action Needed:

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Health and Safety and the Developmental Needs of Children

Young Infants

What Children Are Doing Developmentally	What You Can Do to Keep Them Safe	How This Supports Their Development
Put everything in their mouths.		
Use their whole bodies to learn—they wiggle, squirm, and roll over.	*Place infants in areas where they can safely view the world from different viewpoints. Be especially watchful when changing a baby.*	*Providing safe spaces encourages movement and exploration. Infants learn as they move and explore.*
Learn to sit.		
Hold a bottle.		

What Children Are Doing Developmentally	What You Can Do to Keep Them Healthy	How This Supports Their Growth
Put everything in their mouths.		
Get hungry and thirsty according to their own individual time clocks.		
Soil or wet their diapers and their clothes.		

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Mobile Infants

What Children Are Doing Developmentally	What You Can Do to Keep Them Safe	How This Supports Their Development
Crawl and pull themselves up by grabbing onto furniture.		
Enjoy getting into things.		
Understand many words but not rules.		
Begin walking.		

What Children Are Doing Developmentally	What You Can Do to Keep Them Healthy	How This Supports Their Growth
Use their fingers to feed themselves.		
Begin to undress themselves and often cooperate in letting you dress them.		
Crawl and pull themselves up with the aid of furniture.		

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Toddlers

What Children Are Doing Developmentally	What You Can Do to Keep Them Safe	How This Supports Their Development
Walk, run, climb, and get into things.		
Master self-help skills: toileting, dressing, nose blowing, teeth brushing, and hand washing.		
Begin to understand rules but need to test limits.		

What Children Are Doing Developmentally	What You Can Do to Keep Them Healthy	How This Supports Their Growth
Begin to understand rules, but need to test limits.		
Learn self-help skills such as toileting, dressing themselves, blowing their noses, brushing their teeth, and washing their hands.		
Begin to learn about healthy foods from the foods you serve. Begin to associate food with pleasant experiences by participating in mealtime conversations.		

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Part Two

X

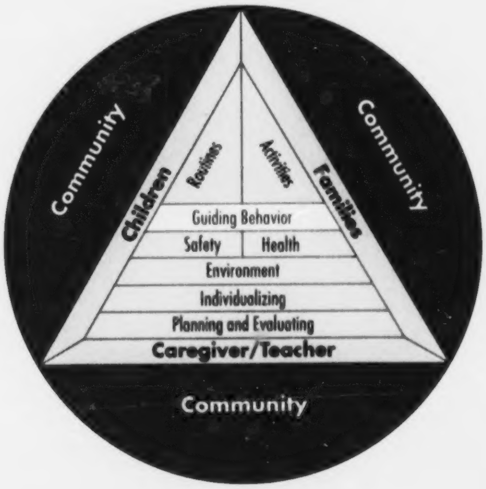
Guiding Children's Behavior

Purpose of This Workshop Series

The Creative Curriculum emphasizes the importance of helping very young children develop inner control and positive social skills. We believe that when young children begin learning how to control their own behavior, they are more likely to become adults who make reasonable decisions and relate to others in positive ways. This series of workshops is designed to help participants learn ways to guide children's behavior in positive ways, to prevent unnecessary behavior problems, and to work with families on goals for their children's behavior.

Big Ideas

- Infants and toddlers learn how to relate positively to others if they are treated respectfully and in caring ways.
- Guiding children's behavior effectively requires having realistic expectations, providing a setting that minimizes frustration, and taking a positive approach.
- The first steps in providing positive guidance and promoting self-discipline are to understand child development and to build trusting relationships.
- It is important to learn about a family's values and cultural beliefs to support goals they have for their child.


Community
Community
Children
Routines
Activities
Families
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 234 **Reflecting on Discipline** Activities: *Personal Experiences with Discipline* *What We Want for Children*	- Reflect on personal experiences growing up that relate to guiding the behavior of infants and toddlers - Examine how these experiences influence positive guidance and the development of trusting relationships - Explore goals for guiding children's behavior	Overhead: 1-1, "Goals for Children" *Journal*, p. 83 *The Creative Curriculum*, p. 67 Chart paper, markers, tape	30–45
Workshop 2 . . . . page 236 **Strategies for Guiding Behavior** Activities: *Using Your Knowledge of Child Development* *Responding to Challenging Behaviors* *Taking a Positive Approach*	- Describe how a variety of behaviors may play a role in the ongoing development of infants and toddlers - Identify developmentally appropriate strategies for positively guiding the behavior of young infants, mobile infants, and toddlers	Handouts: 2A, "Understanding Infant and Toddler Behavior" 2J, (*from Workshop Series IV: Knowing Infant and Toddlers– workshop 2*) "How Very Young Children Grow and Learn" 2B, "Strategies for Building Relationships and Guiding Behavior" 2C, "What Do You Do When . . ." 2D, "Taking a Positive Approach" 2E, "Using Positive Guidance Techniques" 2F, "When Children Bite" *The Creative Curriculum*, chapters 2, 7, 10 Video: *Time with Toddlers* (optional) Chart paper, markers, tape	60–80

Overview (continued)

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 3 page 241 **Partnering with Families to Address Young Children's Challenging Behaviors** Activity: *Role Play*	• Practice effective communication skills for working with families to guide children's behavior • Recognize and apply culturally sensitive practices when working with family members • Review the critical role that caregivers/teachers play in developing relationships with young children and their families	*Journal*, pp. 36–38 *The Creative Curriculum*, chapters 1, 10 Chart paper, markers, tape Video: *Essential Connections: Ten Keys to Culturally Sensitive Care* (optional)	30–45

Workshop 1. Reflecting on Discipline

Activity	Participant Objectives	Materials	Time (minutes)
Personal Experiences with Discipline *What We Want for Children*	• Reflect on personal experiences growing up that relate to guiding the behavior of infants and toddlers • Examine how these experiences influence positive guidance and the development of trusting relationships • Explore goals for guiding children's behavior	Overhead: 1-1, "Goals for Children" *Journal*, p. 83 *The Creative Curriculum*, p. 67 Chart paper, markers, tape	30–45

Note to Trainers:
Sometimes memories of childhood that relate to discipline can be very sensitive and troubling. If you notice that individual participants are distressed by this discussion, you may want to meet with them afterwards to discuss this further.

Because the second activity builds on the first one, we recommend allocating sufficient time for both activities.

Introducing the Workshop

- ❖ Explain that the purpose of this workshop is to reflect on the effects of personal experiences on ways that caregivers/teachers care for infants and toddlers and guide children's behavior.
- ❖ Discuss the idea that our own experiences as very young children often shape how we work with infants and toddlers and respond to challenging behaviors.

Activity: Personal Experiences with Discipline

- ❖ Ask participants to get comfortable, close their eyes, think about a time when they were disciplined as a very young child, and reflect on these questions.
  - How did the disciplining make you feel?
  - How did you perceive the person who was disciplining you (was he or she angry, frustrated, upset)?
  - How do you think this early experience with discipline affects the way you discipline infants and toddlers in your care?
- ❖ Have participants open their eyes and turn to p. 83 in the *Journal* so they can record some of their thoughts in response to these questions.

- Invite participants to share any reflections with the large group (about ten minutes).
- Remind participants that our own values or beliefs are always present when we work with children.

Activity: What We Want for Children

- Ask participants to think about the overall goals they have for the children in their care. Ask them to identify qualities or characteristics they would like to see in these children 20 years from now. Remind participants that there are no right or wrong answers. List their ideas on a large sheet of chart paper.
- Goals that should be highlighted in the discussion or raised by the trainer include being able to:

  – Trust others
  – Stay safe and healthy
  – Share and get along well with others
  – Care about others
  – Express themselves
  – Respect the rights and needs of others
  – Develop inner controls and accept limits
  – Understand and accept the need for rules and expectations

- Stress that what children learn as infants and toddlers lays the foundation for how they will behave as adults.
- Use Overhead 1-1, "Goals for Children," to discuss how the *Curriculum* shares and supports many of the goals participants identified for children. Refer participants to page 67 in *The Creative Curriculum*, which highlights specific objectives for each goal on the overhead.

Closing

- Suggest that participants spend a few minutes thinking about what they learned and how they might apply some of the new ideas in their work with young children.
- Recall major points or examples that came out of the discussion.
- Emphasize the importance of having a clear set of goals for children that relate to positive guidance.

Workshop 2. Strategies for Guiding Behavior

Activities	Participant Objectives	Materials	Time (minutes)
Using Your Knowledge of Child Development *Responding to Challenging Behaviors* *Taking a Positive Approach*	• Describe how a variety of behaviors may play a role in the ongoing development of infants and toddlers • Identify developmentally appropriate strategies for positively guiding the behavior of young infants, mobile infants, and toddlers	Handouts: 2A, "Understanding Infant and Toddler Behavior" 2J, (*from Workshop Series IV, "Knowing Infants and Toddlers"—Workshop 2*) "How Very Young Children Grow and Learn" 2B, "Strategies for Building Relationships and Guiding Behavior" 2C, "What Do You Do When . . ." 2D, "Taking a Positive Approach" 2E, "Using Positive Guidance Techniques" 2F, "When Children Bite" *The Creative Curriculum*, chapters 2, 7, 10 Video: *Time with Toddlers* (optional) Chart paper, markers, tape	60–80

Note to Trainers:

Because so much of guiding behavior relies on caregivers/teachers having realistic expectations of children, based on each child's development and needs, we recommend that participants either complete Workshop Series IV, "Knowing Infants and Toddlers," or have other opportunities to learn more about the developmental levels of young infants, mobile infants, and toddlers as a prerequisite to this workshop.

Since the third activity, *Taking a Positive Approach*, builds on the second one, try to allow time for both activities.

Introducing the Workshop

- Explain that one of the most important aspects of guiding children's behavior is to have realistic expectations, based on what we know about young infants (birth–8 months), mobile infants (8-18 months), and toddlers (18–36 months). To illustrate the point, ask participants if it is reasonable to think that an infant will not tear or chew the pages of a book made of paper. Allow time for discussion, then remind participants that, based on what we know about an infant's need to explore the world using all his senses and abilities, it is more reasonable to provide a book made of cloth or cardboard that is difficult to destroy. Make the point that we guide an infant's behavior by providing appropriate materials that are safe and encourage exploration.

❖ Explain that the purpose of the workshop is to explore basic strategies for guiding the behavior of infants and toddlers. By using our knowledge of child development, plus what we know about the individual temperament of children in our care, we can anticipate sources of conflict, identify potential safety hazards and/or problems, and minimize challenging behavior.

❖ Share with participants that even in the best-case scenario, challenging behaviors are sometimes unavoidable (as they know all too well). Explain that the workshop also addresses responding to challenging behaviors.

Activity: Using Your Knowledge of Child Development

Note to Trainers:

This activity uses the development chart (Handout 2J, "How Very Young Children Grow and Learn" from Workshop Series IV, "Knowing Infants and Toddlers", pp. 131–132) to focus on specific behaviors of infants and toddlers. You may want to use Handout 2A, "Understanding Infant and Toddler Behavior," as an overhead and fill in an example as discussed in the activity.

❖ Distribute Handout 2J, "How Very Young Children Grow and Learn." Use the chart to recall that *The Creative Curriculum* presents child development by describing how children learn: about themselves and their feelings (emotional development); about others (social development); about communicating (language development); about moving and doing (physical development); and about thinking (cognitive development).

❖ Ask participants to look at the chart for the first example of what mobile infants are learning about others. Discuss reasons why this behavior ("May cry when unfamiliar adults approach," "stranger anxiety") could be challenging or stressful for both child and caregiver/teacher. Responses may include: "He cries every time another parent brings a child to our room—then everyone cries!" or "It's hard to comfort her when we have a substitute."

❖ Repeat the procedure. Ask participants to find the fourth example of what young infants are learning about their feelings. Discuss reasons why this behavior ("Lifts arms to let adult know he wants to be picked up, comforted") could be challenging or stressful for children and adults. Participants might say, "I know this behavior shows I'm really special to her, but I just can't pick her up every time she holds her hands up to me," or "I feel really guilty when he has to wait a little while to be picked up—I can't imagine how hard it is for him to wait!"

- Point out that even the more positive developmental tasks listed on the chart may, at one time or another, be difficult in group care. For example, ask participants to share some possible positive outcomes of "stranger anxiety" and wanting to be picked up frequently. For the first example, responses may include: "I know he can tell the difference between a familiar person and a stranger," or "This is the basis for relationships he will have in the future." For the second example, participants may say: "He can communicate his wish to be close to me and I understand him," or "If we respond to him now, in the future this will help him express affection."

- Organize participants in small groups to continue discussion of developmental tasks and possible resulting difficult behaviors. Assign each group an age category (young infants, mobile infants, or toddlers). Encourage participants to use the chart in Handout 2J (from Workshop Series IV) to focus their discussion and to list the challenging behaviors they identify on Handout 2A. For each behavior they list, participants should note how the behavior might be part of the child's learning process. Allow about 15-20 minutes for this task.

- While the groups are working, prepare three pieces of chart paper with the headings Young Infants, Mobile Infants, and Toddlers. Once the groups are finished, have each group share an example of a challenging behavior and what it knows the child is learning based on that behavior.

- Remind participants that behavior is just that—*behavior*—part of infants' and toddlers' necessary development and learning about the world.

- Conclude by asking participants how what they learned about preparing the environment and building relationships with children could help them address some of these challenging behaviors.

Activity: Responding to Challenging Behaviors

Note to Trainers:

If participants would like more information to use as a resource in this activity, encourage them to use chapters 7 and 10 in *The Creative Curriculum*.

If this activity was preceded by the activity, "Using Your Knowledge of Child Development," refer back to the list of challenging behaviors already generated.

The video, *Time with Toddlers*, suggested for the first part of this activity, is optional. For a description and information, see the Resources section of this *Trainer's Guide*.

- Show the first four sections of the video, *Time with Toddlers* (about 15 minutes). The video gives excellent examples of what toddlers are like and models caregiver behaviors that respond positively and respectfully in potentially frustrating situations. You can show the four sections at one time or stop and comment after each section.

- ❖ After the video, reflect on the many things we do routinely and automatically to minimize frustration and prevent infants' and toddlers' challenging behaviors. Distribute and discuss Handout 2B, "Strategies for Building Relationships and Guiding Behavior." (Many of these strategies are demonstrated in the video.)

- ❖ Distribute Handout 2C, "What Do You Do When ...," which identifies some typical challenging behaviors (bites, pulls hair, takes a toy from another child, cries a lot). Ask participants if they have any behaviors they would like to add to the list on the handout.

- ❖ Ask, "When two children fight over a toy, which is a more positive approach: putting the toy away or providing one or more similar toys? Why?"

- ❖ Allow about five minutes for participants to list their own ideas on the handout. Have participants form small groups and share ideas.

- ❖ As time allows, ask each group to share some of its ideas with the entire group, focusing on its members' most positive responses. Tell participants to use Handout 2C to record any ideas they would like to try.

- ❖ Encourage participants to try one or more of the suggestions with the children in their care after the training.

Activity: Taking a Positive Approach

- ❖ Next, divide participants again into small groups of four to six, and distribute handouts 2D, "Taking a Positive Approach," and 2E, "Using Positive Guidance Techniques."

- ❖ Explain that you would like participants to use their expertise in dealing with challenging behaviors of infants and toddlers. Allow groups a few minutes to select a challenging behavior and an age (young infant, mobile infant, or toddler) on which to focus. Have each group select a recorder and reporter, who will share the small group's ideas with the larger group at the end of the activity.

Note to Trainers:
As a variation on reporting to the larger group, group members may wish to role play the behavior with one or more participants acting the roles of children and the others, the caregivers/teachers.

- ❖ Have each group identify the behavior they have chosen and the age of their child. Encourage groups to select another challenging behavior if you have too many of one.

- ❖ Ask group members to brainstorm ways to handle their "challenging behavior" positively. Remind participants to follow the format on Handout 2D. They should:

  - describe the behavior
  - note whether the behavior happens at a particular time of the day
  - examine what the child might be feeling
  - describe how caregivers/teachers might respond to the behavior in a positive way

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- Encourage participants to use the information in chapters 7 and 10 from *The Creative Curriculum* and Handout 2E. Ask them to consider how they might change the environment, routines, types of activities, or anything else that might make the challenging behavior less likely to occur. Allow about 30 minutes for this task.

- Once the groups have finished, have each reporter share the group's findings with the other participants.

Variation: Since biting is so often a source of stress for both caregivers/teachers and parents, you may wish to focus the workshop specifically on strategies to prevent this behavior. Suggest that participants work in pairs or small groups to brainstorm strategies to help prevent biting. Instruct them to list the strategies they have identified on the chart on Handout 2F. After allowing sufficient time, direct participants to p. 157 in *The Creative Curriculum* for a complete discussion and an extensive list of strategies.

Closing

- Remind participants that taking a positive approach to guiding behavior not only builds trust but can help very young children learn for themselves which behaviors are and are not acceptable.

- Reaffirm the importance of having realistic expectations based on understanding where each child is developmentally. Stress that realistic expectations are critical to guiding the behavior of infants and toddlers in appropriate ways.

- Acknowledge that responding to the challenging behaviors of infants and toddlers can be stressful. Being aware of personal feelings and maintaining a calm demeanor are important to a successful ongoing relationship with the children and families in your care.

Workshop 3. Partnering with Families to Address Young Children's Challenging Behavior

Activity	Participant Objectives	Materials	Time (minutes)
Role Play	• Practice effective communication skills for working with families to guide children's behavior • Recognize and apply culturally sensitive practices when working with family members • Review the critical role that caregivers/teachers play in developing relationships with young children and their families	*Journal*, pp. 36–38 *The Creative Curriculum*, chapters 1, 10 Video: *Essential Connections: Ten Keys to Culturally Sensitive Care* (optional) Chart paper, markers, tape	30–45

Note to Trainers:

If participants have completed the activity, *Understanding Our Own Culturally Based Beliefs* (Workshop 2, from Workshop Series III, "The Central Role of Caregivers/Teachers"), begin the activity by reviewing their responses. If they have not completed this activity, then have them do so, following the directions given in Workshop 2 of this series.

This workshop assumes that there has been a discussion of challenging behaviors and appropriate responses based on the age and temperament of the child. For this reason, be sure participants have completed at least one previous activity from this series.

The video, *Essential Connections: Ten Keys to Culturally Sensitive Care* is optional. For a description and information, see the Resources section of this *Trainer's Guide*. See this section for other suggested videos to use on guiding children's behavior.

Introducing the Workshop

- ❖ Explain that in this workshop caregivers/teachers explore strategies to work with parents when dealing with a child whose behavior is hard for them to handle.
- ❖ Note that the more we know about families—their culture, beliefs, and attitudes—the more responsive and supportive we can be of children in our care.
- ❖ Remind participants how important it is for families to know that you understand and respect the central role they play in their child's life.

Activity: Role Play

- Begin by reflecting on participants' responses to the "Understanding Our Own Culturally Based Beliefs" activity (from the second workshop in Series III, "The Central Role of Caregivers/Teachers").

- Remind participants that how we care for infants and toddlers and how we work with families is rooted in our own life experiences. The clearer we are about our own beliefs, the better able we are to understand and respect other's beliefs.

- Play the second half of the video, *Essential Connections: Ten Keys to Culturally Sensitive Care* (keys 8–10, approximately ten minutes). These segments focus on the importance of gathering information about families, understanding the parents' point of view, and providing examples of conflicts between caregivers/teachers and parents. The video also shows how positive communication techniques—such as reflective listening—are used.

- The last segment of the video describes a conflict between a parent and a caregiver. After the video is over, discuss with participants how the communication problems occurred and how the problems were solved. Highlight the use of non-threatening, open-ended statements and reflective listening.

- Organize participants into small groups. Have each group select a challenging behavior of a child to use as the focus of a discussion the group will have with a parent.

- Assign each group the following task:

  - Plan an encounter with a parent to discuss the child's challenging behavior.
  - Seek ways to include the parent in planning the meeting.
  - Gather information about the family.
  - Identify strategies for working together to determine why the behavior may be occurring.

- Encourage groups to use the information from chapters 1 and 10 in *The Creative Curriculum* when developing the encounter. Tell them that, once they are finished, they will use the information to create a "role play" for the rest of the group.

- Allow about 20 minutes; then have each group role play its encounter.

- Invite participants to comment on how each group addressed its problem and what effect the meeting would have on the caregiver/teacher-parent relationship.

- Remind participants that regular communication with parents helps to clarify misunderstandings and beliefs. Emphasize that even in the most frustrating situation, it is critical to focus on what is best for the child and to communicate this focus to the parents.

Closing

- Remind participants that one of the most important things they do as caregivers/teachers is to develop trusting relationships with children and their families.
- Emphasize the following points related to working with parents on guiding children's behaviors:
  - Challenging behaviors can produce stress in caregiver/teacher relationships with families.
  - Looking at a situation from a parent's perspective, with an awareness of how beliefs or experiences may differ, is a first step to working together.
  - Asking parents to help you is the best way to support and guide the behavior of the children in your care.
- Have participants review the letter on p. 162 of the *Curriculum*, and reflect on whether these are the thoughts they would want to share with families about guiding children's behavior. Encourage participants to rewrite the letter if they have additional thoughts.

Understanding Infant and Toddler Behavior

Most Challenging Behaviors of:	This Tells Me the Child Is Learning . . .
Young Infants (birth–8 months):	
Mobile Infants (8 months–18 months):	
Toddlers (18 months–36 months):	

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Strategies for Building Relationships and Guiding Behavior

- Allow time for each child.
- Be dependable.
- Handle children's bodies with respect.
- Listen and respond to what children tell you.
- Use caring words to let children know they are respected and understood.
- Adapt daily routines to meet individual needs.
- Offer children opportunities to make decisions, whenever possible.
- Have realistic expectations of children's behavior.
- Tell children when you leave the room.
- Attend to your own needs.

Guiding the Behavior of Young Infants

- Stay nearby when babies are lying or sitting close to each other.
- Offer an alternative when one child grabs for what another is holding.
- Limit the number of times you have to say no.
- Feed infants and help them nap according to their individual schedules.

Guiding the Behavior of Mobile Infants

- Use simple, clear language to communicate which behaviors are acceptable.
- Use no sparingly and when possible offer an alternative to the child.
- Use familiar signals to let children know when it's time to move from one activity to another.
- Plan the day so there are no long waits between activities.
- Look at a situation through the children's eyes before intervening.
- Give the children the chance to work things out themselves.

Guiding the Behavior of Toddlers

- Encourage toddlers' growing sense of independence by allowing them many choices throughout the day.
- Set a few simple, clear rules, and state them positively rather than negatively.
- Understand that toddlers are not yet ready to share.
- Share your feelings about certain behaviors.
- Give children alternative ways to express their anger.
- Ask toddlers silly questions so they have lots of opportunities to say no.
- Acknowledge when children show self-discipline.
- Avoid talking with other adults about a toddler's challenging behavior in front of the child.

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What Do You Do When . . .

When working with children under age three, it is likely that you will find yourself responding to challenging behaviors. How have you responded positively to a child who:

Bites?

Pulls hair?

Takes a toy from another child?

Cries a lot?

Other behaviors you find challenging:

____

____

____

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Taking a Positive Approach

Age of Child:

Description of challenging behavior:

When behavior usually occurs:

What child might be feeling:

How caregivers/teachers can respond in a positive way:

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Using Positive Guidance Techniques

What Infants and Toddlers Do	How You Would Respond
Betty (4 months) has been crying off and on all day.	Hold her, rock her, see if she is hungry or in pain. Try to comfort her so she learns she can trust you to help her.
Reggie (8 months) has just fallen asleep. A maintenance worker walks in to change a light bulb and slams the door. The noise wakes up Reggie, and he begins to cry.	Help Reggie understand what he is feeling. Hold him or rub his back and explain, "That noise woke you up. It surprised you. You weren't ready to wake up yet." Help him relax and fall back asleep.
Lou (9 months) pulls himself to standing and reaches for the pencil you left on the table.	Remove the pencil. Put it out of reach so Lou won't be tempted again. Offer Lou something safe to hold instead.
Fran (11 months) and Laura (10 months) are sitting face to face. Fran reaches out and softly touches Laura's face. Then she grabs a handful of Laura's hair.	Move in quickly. Comfort Laura. Explain to Fran that she should touch other children gently. Touch both girls softly on their cheeks and hair so they feel what gently means.
Ed (16 months) throws a block across the room for the third time. He looks at you and smiles.	Tell him, "No." Be sure your face and voice look and sound serious. Give him a rubber ball and say, "You can roll this ball on the carpet."
Sandy (20 months) is climbing on her cot and laughing as she jumps up and down.	Tell her to get down. If necessary, help her get down. Guide her to a place where she can safely climb or jump, or sit on the cot with her for a minute until she quiets down.
It is naptime. Eric (22 months) runs across the room, dragging his blanket behind him. He doesn't want to lie on his cot.	Try giving him a warning to give him a chance to get ready for his nap: "It will be naptime in five minutes." Develop a routine to help him prepare for sleep. For example, lie down on his cot, sing a song, rub his back, or let him put his clothes in a special place where he can find them when he wakes up.
Lisa (28 months) hits Barry (26 months) when he bumps into her.	Use your voice and expression to make it clear to Lisa that she may not hit someone. Acknowledge her anger and explain she can yell "no" or "move." Even though she won't understand completely, explain that hitting hurts Barry.

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When Children Bite

Biting is very common in group settings of young children. Yet whenever it happens, it is always disturbing to parents and caregivers alike. As with tantrums, it's best to focus your energies on prevention. Understanding the reasons for biting will help you come up with effective strategies to prevent it.*

The chart that follows identifies some typical situations when children tend to bite and what you might do to prevent this behavior from happening.

Why Children May Bite	Strategies to Help Prevent Biting
They have a strong need for independence and control. The response to biting satisfies these needs and reinforces the behavior.	
Teething causes their mouths to hurt.	
They are experimenting. An infant or young child may take an experimental bite out of a mother's breast or caregiver's shoulder. They may simply want to touch, smell, and taste other people to learn more about them.	
They are exploring cause and effect: "What will happen when I bite?"	
They are trying to approach or interact with another child.	
They feel frustrated or angry. Some children lack skills to cope with situations and feelings such as wanting another child's toy or an adult's attention. When frustrated or angry, they bite.	
They are asking for attention.	
They are imitating behavior.	
They feel threatened. When some children feel they are in danger, they may bite in self-defense. Other children may be overwhelmed by their surroundings and the events in their lives and bite as a means of gaining control.	

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*Based on Donna Witmer, "Children Who Bite," *Scholastic Pre-K Today*, March 1992; and Fact Sheet, *Biters: Why They Do It and What to Do About It*. National Association for the Education of Young Children, June 1996.

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Goals for Children

Goal 1: To learn about themselves

Goal 2: To learn about their feelings

Goal 3: To learn about others

Goal 4: To learn about communicating

Goal 5: To learn about moving and doing

Goal 6: To acquire thinking skills

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Part Two

XI

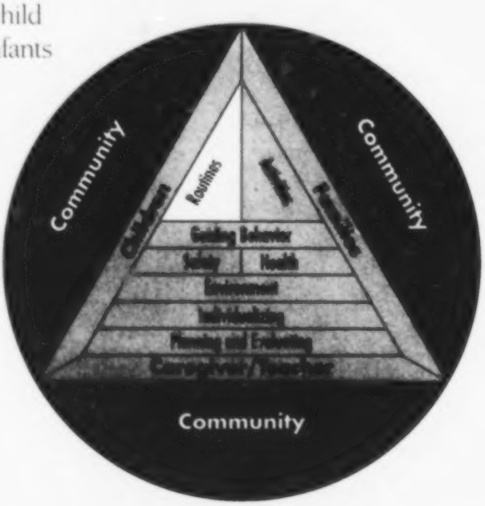
Routines Day By Day

Purpose of This Workshop Series

When adults are asked to think about routines, they often think of the same old thing, done the same old way, day after day. Infants and toddlers, however, have a very different view. They are comforted by the very repetition and familiarity that adults may consider boring. At the same time, routines vary enough to hold children's attention and interest. Every routine of the day offers rich opportunities to develop a trusting and responsive relationship with each child and to promote learning. The purpose of this series of workshops is to help caregivers/teachers master the "routine" side of routines—following health and safety procedures; having materials on hand; managing the whole group while focusing on one child—so that they can use routines as special times to build relationships and promote learning.

Big Ideas

- Daily routines—hellos and good-byes, diapering and toileting, eating and mealtimes, sleeping and naptime, and getting dressed—are a major part of the day in caring for infants and toddlers.
- Caregivers/teachers can make the most of routines by planning the environment, organizing supplies and materials, establish procedures, and work closely with families.
- The predictability and consistency of routines helps infants and toddlers to feel secure and learn to trust.
- Routines are prime times to get to know each child and build a trusting relationship that enables infants and toddlers to reach out and explore their world, develop increasing independence, practice new motor skills, and gain confidence in themselves.


Community
Children
Routines
Activities
Families
Community
Guiding Behavior
Safety
Health
Environment
Individualizing
Planning and Evaluating
Caregiver/Teacher
Community

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Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 page 254 **The Routine of Routines** Activities: *Walk About* *The Curriculum as a Resource*	• Identify ways to make routines manageable and comfortable • Use *The Creative Curriculum* as a resource for making the most of routines	Handout: 1A. "Action Plan" *The Creative Curriculum* Chart paper, five different colored markers, tape	45–60
Workshop 2 page 257 **Hellos and Good-byes** Activities: *Visualization* *A Child's View of Hellos and Good-byes*	• Examine common responses to greetings and departures • Identify sensitive and supportive ways to respond to children's experiences during hellos and good-byes	Handout: 2A. "A Child's Eye View of Hellos and Good-byes" *Journal*, p. 93 *The Creative Curriculum*, pp. 169–178 Completed chart on Hellos and Good-byes from Workshop 1 Chart paper, markers, tape, large self-stick notes	30–45
Workshop 3 page 260 **Diapering and Toileting** Activities: *Recalling Experiences* *Review of Resources for Toilet Learning* *A Child's View of Diapering and Toileting*	• Recognize the importance of taking time to individualize diapering routines • Use resources on toilet learning to improve practices • Respond to each child as an individual	Handout: 3A. "A Child's Eye View of Diapering and Toileting" *Journal*, pp. 95–96 *The Creative Curriculum*, pp. 179–189 Completed chart on Diapering and Toileting from Workshop 1 Selection of resource materials on toilet learning Roll of toilet paper	30–45

Overview (continued)

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 4 page 263 **Eating and Mealtimes** Activities *Eating with "Infant Hands"* *A Child's View of Eating and Mealtimes*	- Recognize why infants and toddlers may be messy during meals - Individualize eating and mealtime routines for each child	Handout: 4A, "A Child's Eye View of Eating and Mealtimes" *Journal*, p. 97 *The Creative Curriculum*, pp. 191–197 Completed chart on Eating and Mealtimes from Workshop 1 Masking tape for each table, paper plates with O-shape cereal, paper cups, water, moist towelettes, wet wipes	30–45
Workshop 5 page 266 **Sleeping and Naptime** Activities *Bedtime Routines* *A Child's View of Sleeping and Naptime*	- Explore the importance of bedtime rituals - Individualize sleep and naptime routines for each child	Handout: 5A, "A Child's Eye View of Sleeping and Naptime" *Journal*, p. 101 *The Creative Curriculum*, pp. 201–211 Completed chart on Sleeping and Naptime from Workshop 1 Recordings of soothing music, tape or CD player	30–45
Workshop 6 page 268 **Getting Dressed** Activities *Exercise in Dressing* *A Child's View of Getting Dressed*	- Use dressing routines to help children feel competent and cared for - Allow time to respond to each child individually	Handout: 6A, "A Child's Eye View of Getting Dressed" *Journal*, p. 105 *The Creative Curriculum*, pp. 213–220 Completed chart on Getting Dressed from Workshop 1 Large long-sleeved sweaters with buttons	30–45

Workshop 1. The Routine of Routines

Activity	Participant Objectives	Materials	Time (minutes)
Walk About *The Curriculum as a Resource*	• Identify ways to make routines manageable and comfortable • Use *The Creative Curriculum* as a resource for making the most of routines	Handout: 1A, "Action Plan" *The Creative Curriculum* Chart paper, five different colored markers, tape	45–60

Introducing the Workshop

- ❖ Ask participants to jot down the first words that come to mind when they think of "routines." Generate a list on chart paper by asking people to share their words.
- ❖ Compare the list to a dictionary definition: "A regular, more or less unvarying procedure, customary, prescribed, or habitual, as of business or daily life." (*Webster's*)
- ❖ Discuss the idea that infants and toddlers probably view routines somewhat differently from adults. Because routines are such a big part of daily life, they should be as manageable and enjoyable as possible.
- ❖ Note that being prepared can make a big difference. Point out, for example that if you're diapering a child, you have to have everything you need right at hand before you start; once you have the child on the diaper-changing table, you can't go running off for the bleach solution! In this example, it helps to know all of the steps in diaper changing so you can do them automatically. And, while you're busy changing one child's diaper, you still need to be cued in to what else is happening in the room.
- ❖ Explain that this workshop focuses on all the ways caregivers/teachers can prepare for routines so that they have time to enjoy them with the children.

Activity: Walk About

Preparing for the Activity: Post five sheets of chart paper on different sides of the room so that there is enough space for a small group to gather around each sheet. On each piece of paper, write a heading with one of the routines: Hellos and Good-byes, Diapering and Toileting, Eating and Mealtimes, Sleeping and Naptime, Getting Dressed. Have on hand at least five copies of *The Creative Curriculum for Infants & Toddlers* if participants do not have their own copies.

- Form five groups and give each group a different colored marker. Point out that the five daily routines discussed in *The Creative Curriculum* are listed on the chart papers you have posted. Have each group select a routine and stand around that piece of chart paper.
- Explain the task: to brainstorm and identify all the things that can be done to make this daily routine go smoothly. Have one person in each group write the group's ideas on the chart. Remind participants to include all of the safety and health practices they must follow, as well as useful group management techniques. Tell groups that they will have two minutes at each chart before you will call "time." Then each group will move to the next chart and repeat the task.
- Give a 15-second warning before each two-minute period is up. Then have group members move (with their markers) to the next chart. Allow a minute for them to read what the previous group wrote, then begin the next two-minute period. Using their own markers, each group should add any additional ideas they have about the topic.
- After every group has contributed to each chart, the ideas under each heading should be in five different colors. Allow time for each group to review the comments that have been added to their original chart. Ask if group members have any questions about something another group has suggested. Allow time for questions to be posed and answered.

Activity: The Curriculum as a Resource

- Have each group take its original chart to a table and turn to the chapter on its routine in *The Creative Curriculum*. Explain that the first page of each chapter on routines discusses its importance to children, families, and caregivers/teachers. Allow time for participants to read and comment on this page.
- Refer participants to the next section in their chapter titled, "Questions to Consider." In this section, the book identifies typical questions caregivers/teachers ask themselves to ensure children's safety and health and to make routines run as smoothly and efficiently as possible. For each question, a number of strategies are listed.
- Have groups review the strategies in this section of their chapter and add any new ideas to their chart.

- Finally, ask each group to agree on the five ideas that its members like the best and star them. Allow time for each group to present these five strategies to the whole group.

Closing

- Distribute Handout 1A, "Action Plan," and have participants jot down new ideas they learned that they want to try in their programs.
- Encourage participants to post their Action Plan in their classroom or at home and try at least one of the ideas.
- Explain that you will keep the completed charts and post them again when you focus on each of the routines in future workshops. (As an alternative, you can type them up and distribute them as handouts for all participants.)

Variation: The last section of the video, *It's Not Just Routine*, is called "More Than Routine." Showing it would be a good way to conclude this workshop. It validates the importance of taking time to respond to each child individually and demonstrates the value of routines in building a relationship and promoting learning. (The section is approximately five minutes long.) See the Resources section of this *Trainer's Guide* for a description of the video and information on where to order a copy.

Workshop 2. Hellos and Good-byes

Activity	Participant Objectives	Materials	Time (minutes)
Visualization *A Child's View of Hellos and Good-byes*	• Examine common responses to greetings and departures • Identify sensitive and supportive ways to respond to children's experiences during hellos and good-byes	Handout: 2A, "A Child's Eye View of Hellos and Good-byes" *Journal*, p. 93 *The Creative Curriculum*, pp. 169–178 Completed chart on Hellos and Good-byes from Workshop 1 Chart paper, markers, tape, large self-stick notes	30–45

Note to Trainers:
The visualization activity in this workshop may evoke strong emotional responses from some participants.

Introducing the Workshop

- ❖ Discuss the fact that saying hello and good-bye is a lifelong experience that evokes strong feelings in all of us.
- ❖ Note that these times of the day are important times for learning for infants and toddlers and should not be rushed.
- ❖ Explain that in this workshop participants will reflect on their own experiences to identify ways they can help children and families deal with hellos and good-byes.

Activity: Visualization

Preparing for the Activity: Tape three pieces of chart paper on the walls and write the following headings: Support, Connection, Control. Make sure you have at least five copies of *The Creative Curriculum for Infants & Toddlers*, preferably one copy for each participant.

- ❖ Invite participants to get comfortable, take a few deep breaths, and prepare for the following visualization:

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"Close your eyes and imagine you are at the airport. All around you are people greeting loved ones or saying good-bye as they depart. You are standing next to the most important person in your life. You realize that, in a few moments, he or she will board a waiting airplane that will take the person far away—for how long, you don't know. You hear the flight announced. It's time to say 'good-bye.' How do you feel?"

- ❖ Allow time for the participants to think through the scenario. Then ask for volunteers to share their imagined responses. (They may share feelings of sadness or other strong emotions. Summarize what you feel participants' stories convey: "You're sad because he'll be so far away." or "You worry something will happen to her.")
- ❖ Ask, "Would it have helped you to feel better if I had said, 'It's OK, he'll be back soon,' or 'You have all of us to keep you company; you won't miss her at all!' " Sometimes adults respond in similar ways to children's distress during hellos and good-byes.
- ❖ Have participants respond to the first question on page 93 of the *Journal*, "What strategies have you yourself used to make hellos and good-byes easier?"
- ❖ Ask participants to review their responses and, on a large self-stick note, write one idea they are willing to share.
- ❖ Note that strategies for handling hellos and good-byes may fall into one of three categories: Support, Connection, or Control. Ask if anyone has a strategy that might fit in the first category, "Support." Discuss the responses briefly, then continue with the other two categories. Participants may list ideas such as "Take a friend with me to the airport" (Support); "Keep a picture of my husband in a locket, so I can look at it often" (Connection); "Drive to the airport to see her off rather than say good-bye at home" (Control), etc.
- ❖ As participants share their responses, have them place their self-stick notes on the appropriate chart. Note whether one category is more frequently used than the others or any other patterns in their responses.
- ❖ Have participants review pp. 170–173 of *The Creative Curriculum* and compare their responses to those in the book. Review as well the strategies on the chart on Hellos and Good-byes from Workshop 1.

Activity: A Child's Eye View of Hellos and Good-byes

- ❖ Distribute Handout 2A, "A Child's Eye View of Hellos and Good-byes." Explain that the first column of this handout gives some examples of what an infant or toddler might do during hellos and good-byes. The second column asks participants to interpret what the child may be experiencing. The third column asks them to think about how they could respond, based on what they believe the child is experiencing.
- ❖ Note that there are examples for each age group. If you think it would be helpful, walk participants through one example: have the group generate ideas of what they think a

child might be experiencing based on the sample behavior, and identify ways they might respond.

- Then have participants work with partners or in small groups to complete the blank sections of the chart for each age group. (If time is limited, you can have groups focus on one age group.) Point out that there are no "right" answers.
- When you see that people have finished, refer them to the completed charts on pp. 174–176 in Chapter 11, "Hellos and Good-byes." Have participants compare their responses and share any insights with the rest of the group.
- Particularize the activity: ask participants to think of a child who might be helped by any ideas discussed or a particular situation that might require one of the new strategies considered. Use the group as a resource to suggest possible solutions to any examples that might be shared.

Closing

- Remind participants that separating and reuniting with loved ones is a lifelong process that naturally brings out strong feelings in adults as well as the infants and toddlers in our programs.
- Conclude by making the following points:
    - Observing young children's behavior and thinking about what they might be experiencing during hellos and good-byes helps us to respond to each child appropriately.
    - Providing appropriate responses can happen only if caregivers/teachers organize the environment and allow time for these important periods throughout the day.

Workshop 3. Diapering and Toileting

Activities	Participant Objectives	Materials	Time (minutes)
Recalling Experiences *Review of Resources for Toilet Learning* *A Child's View of Diapering and Toileting*	• Recognize the importance of taking time to individualize diapering routines • Use resources on toilet learning to improve practices • Respond to each child as an individual	Handout: 3A, "A Child's Eye View of Diapering and Toileting" *Journal*, pp. 95–96 *The Creative Curriculum*, pp. 179–189 Completed chart on Diapering and Toileting from Workshop 1 Selection of resource materials on toilet learning Roll of toilet paper	30–45

Introducing the Workshop

- ❖ Explain that this workshop focuses first on the opportunities for relationship building that make diapering such an important routine in the lives of infants and toddlers.
- ❖ Note that successful toilet learning is one of the most anticipated milestones of toddlerhood, and that you will be sharing resources that are helpful for caregivers/teachers and parents.

Activity: Recalling Experiences

- ❖ Ask participants to turn to page 95 in the *Journal*. Allow time for them to respond to the two questions:
  - If you care for children who are not yet toilet trained, how many diapers do you estimate that you change a day? Each week? Each month? Each year?
  - What memories from your past do you think may influence your approach to diapering and toileting?

- Have participants share their estimates. *The Creative Curriculum* notes that a child will be diapered 5,400 times between birth and age 30 months. Did anyone come close to this number? This mind-boggling figure reminds us of the importance of diapering as a routine that offers daily opportunities to strengthen a relationship with each child.
- Invite participants to share any memories they feel might influence their approach to diapering and toileting.
- Ask participants how they balance the procedure of diapering, which is always the same, with the needs of individual children. Are there any diapering "traditions" they've developed with particular children that worked well?
- Allow time for participants to discuss and share with the group any special ways they vary the diapering routine for individual infants and toddlers. For example, "Maurice likes to hold a piece of the diapering paper and crinkle it as he is diapered. We talk about the sound it makes." Or, "Laura likes to hold my hands and jump down from the diaper table—I think that's why she looks forward to diapering!"
- Conclude the discussion by reminding participants that the diapering routine offers daily opportunities to focus attention on a single child. As the routine is repeated, the interactions become more personalized and traditions emerge.

Activity: Review of Resources for Toilet Learning

Preparing for the Activity: Gather resource materials on toilet learning written for adults, such as *Toilet Learning* by Alison Mack and *Toilet Training, A Practical Guide to Daytime and Nighttime Training* by Vicki Lansky. Also collect an assortment of children's books such as *Koko Bear's New Potty* by Vicki Lansky, *Going to the Potty* by Mr. Rogers Neighborhood, *Once Upon a Potty* by Alona Frankel, and *Everybody Poops* by Taro Gomi. Prior to the workshop, set up one display of adult books and one of childrens books. You may want to have duplicates of some books.

- Invite each table group to select at least one children's book and one adult book to review.
- Ask each group to review the books they selected, share what they like or don't like about them, and discuss how they might use the books in their program.
- Have each group prepare a short presentation on something its members particularly liked in the books they reviewed.
- Return to the chart on Diapering and Toileting from Workshop 1 and note how many of the ideas relate to the ones the group generated.

Activity: A Child's View of Diapering and Toileting

- ❖ Distribute Handout 3A, "A Child's Eye View of Diapering and Toileting."
- ❖ Follow the instructions for this activity in Workshop 2, pp. 258–259.
- ❖ Refer participants to the charts on pp. 185–187 in Chapter 12, "Diapering and Toileting," to compare their responses to those in the book. Reinforce the idea that there are no "right" answers.
- ❖ Particularize the activity: ask participants to think of a child who might be helped by any ideas discussed, or a particular situation that might require one of the new strategies considered. Invite the group to suggest possible solutions to any examples that might be shared.

Closing:

- ❖ Close the workshop by asking participants to provide a group summary of the session. Have group members identify one important thing they want to remember from the workshop and stand near their chairs when they have a fact in mind.
- ❖ Hold a roll of toilet paper (wrapped) to demonstrate the process for a group summary. First, state an important fact from the workshop you want to remember, then throw the roll (like a ball) to another participant and sit down. (It's fine if the same fact is repeated more than once.)
- ❖ Share any of the following points that have not been stated:
  - Diapering is a very frequent part of the child care day. Make this routine count by taking time and using the routine to build relationships.
  - Over time, special traditions develop between a caregiver/teacher and individual children. These are based on personal interests and the preferences of both adult and child.
  - Resources, including *The Creative Curriculum*, offer many ideas for supporting children's toilet learning. Sharing these resources with families can help them through this developmental stage.

Variation: If you feel your group would benefit from more detailed guidance on diapering routines, consider allocating about five to ten minutes to show the relevant section of the video, *It's Not Just Routine*. Another video, *It's Potty Time* (produced by Learning Through Entertainment), may be available from your library or video store, and the book *Once Upon a Potty* includes a video.

Workshop 4. Eating and Mealtimes

Activities	Participant Objectives	Materials	Time (minutes)
Eating with "Infant Hands" *A Child's View of Eating and Mealtimes*	• Recognize why infants and toddlers may be messy during meals • Individualize eating and mealtime routines for each child	Handout: 4A, "A Child's Eye View of Eating and Mealtimes" *Journal*, p. 97 *The Creative Curriculum*, pp. 191–197 Completed chart on Eating and Mealtimes from Workshop 1 Masking tape for each table, paper plates with O-shape cereal, paper cups, water, moist towelettes, wet wipes	30–45

Introducing the Workshop

❖ Ask participants to take a few minutes to respond to the two questions from p. 97 in the *Journal*:

- What were mealtimes like in your family?
- In what ways are mealtimes in your program similar or different?

❖ Allow five to ten minutes for participants to talk about their responses and identify specific ways to make mealtimes in the program enjoyable.

❖ Have participants compare their ideas with the ones they generated on the chart about Eating and Mealtimes in Workshop 1. Also remind participants that pp. 194–196 in *The Creative Curriculum* offer a number of practical strategies.

Activity: Eating with "Infant Hands"

❖ Point out that cleaning up after a meal with infants or toddlers reminds us that more food is sometimes on the children, the floor, and the table than was actually eaten. Ask if anyone can explain the reasons for this. What are infants and toddlers actually interested in during mealtimes?

- Allow time for discussion, and make any of the following points that haven't been suggested:
  - Infants may be exploring "cause and effect" by dropping or spilling food to see what happens next.
  - Infants (and toddlers) may enjoy feeling the textures of foods and spend some time exploring them. Sometimes this exploration involves squeezing a fistful of food.
  - Before infants develop the ability to pick up food using thumb and pointer finger in a "pincer grasp," they must use their whole hand to pick up food. This can make eating a messy process!

- In order to demonstrate the last point, invite participants to join you in eating a snack with "infant hands."

- Have one volunteer from each table be responsible for serving the snack to his or her group. (Volunteers will also be able to participate in the activity.) Ask the "servers" to take enough paper plates and cups for their group, a small container of O-shaped breakfast cereal, and a pitcher of water, and then to serve each person at their table.

- Have participants loosely wrap masking tape around their dominant hand across the knuckles and around the first joint of their thumb, then across their palm, continuing until the band is complete. This will keep the tip of the thumb from touching other fingertips to pick up small objects, so that the entire hand will have to be used.

- When all participants have prepared their "infant hands" and have a plate with some cereal, invite the group to try eating their cereal. Ask them to be attentive to ways they handle the food. (Anyone who doesn't want to eat the cereal can simply practice picking pieces up and putting them on a different part of their plates.)

- After participants have had time to try their "new hands" for eating, serve them a small cup of water so they can experience using their "infant hands" for drinking.

- When everyone has experimented with the cereal and water, clear the plates and cups. Ask participants to describe what they noticed about eating and drinking with "infant hands." Ideas shared may include the following:
  - "I dropped half of my cereal."
  - "I can see why the children hold their cups with two hands!"
  - "It was frustrating to have a piece of cereal halfway to my mouth and then drop it."

- Remind participants that children's bodies typically develop from the center to the extremities. This helps to explain why a pincer grip is only possible after much experience with a "whole-handed" grasping technique.

- Emphasize that even though it can be messy, letting children feed themselves contributes to their fine motor development. Serving a variety of finger foods also encourages children's developing self-concept as they express their food preferences during the mealtime routine.

Activity: A Child's View of Eating and Mealtimes

- Distribute Handout 4A, "A Child's Eye View of Eating and Mealtimes."
- Follow the instructions for this activity in Workshop 2.
- Refer participants to the charts on pp. 196–197 in Chapter 13, "Eating and Mealtimes," to compare their responses to those in the book. Reinforce the idea that there are no "right" answers.
- Particularize the activity: ask participants to think of a child who might be helped by any ideas discussed, or a particular situation that might require one of the new strategies considered. Invite the group to suggest possible solutions to any examples that might be shared.

Closing

- Emphasize the importance of eating and mealtimes for infants and toddlers.
- Ask participants to think of one new idea they want to try after the workshop.
- Remind participants that we can't expect infants and toddlers to be neat during meals. Their developing fine muscle control requires lots of practice with self-feeding—neatness comes later!

Variation: If you feel your group would benefit from more detailed guidance on ways to ensure children's health and safety during eating routines, consider allocating about five to ten minutes to show the relevant section of the video, *It's Not Just Routine*. See the Resources section of this *Trainer's Guide* for a description and ordering information.

Workshop 5. Sleeping and Naptime

Activities	Participant Objectives	Materials	Time (minutes)
Bedtime Routines *A Child's View of Sleeping and Naptime*	• Explore the importance of bedtime rituals • Individualize sleep and naptime routines for each child	Handout: 5A, "A Child's Eye View of Sleeping and Naptime" *Journal*, p. 101 *The Creative Curriculum*, pp. 201–211 Completed chart on Sleeping and Naptime from Workshop 1 Recordings of soothing music; tape or CD player	30–45

Preparing for the Workshop: Create a restful atmosphere for the workshop by playing an appropriate recording of soothing music, such as *Seagulls: Music for Rest and Relaxation* by Hap Palmer, a recording of natural sounds such as rain or ocean noises, or a classical selection. If the lights in the workshop space cannot be dimmed, you might want to bring a lamp for indirect lighting.

Introducing the Workshop

- ❖ Explain that sleeping and naptime should be restful periods of the day and that you have tried to create this type of atmosphere in the workshop room.
- ❖ Invite participants to relax and get comfortable.

Activity: Bedtime Routines

- ❖ Have participants respond to the question on p. 101 in the *Journal*, which asks about their memories of childhood bedtime routines. (If participants do not have memories from their own childhood, suggest that they think about routines they have established with their own children.)
- ❖ Allow time for participants to respond to the question and to share with a partner or their group if they wish.

- Ask each group to list bedtime routines that have worked for its members. (They may list sleeping with special objects like stuffed toys or blankets, listening to a story, getting special hugs from a parent.)
- Remind participants that knowing infants' and toddlers' specific needs and preferences before they go to sleep (or nap) makes this routine go more smoothly.
- Review the suggestions for creating an environment that encourages sleeping on p. 202 of *The Creative Curriculum* and the ideas on the chart on Sleeping and Naptime from Workshop 1.

Activity: A Child's View of Sleeping and Naptime

- Distribute Handout 5A, "A Child's Eye View of Sleeping and Naptime."
- Follow the instructions for this activity in Workshop 2.
- Refer participants to the charts on pp. 207–209 in Chapter 14, "Sleeping and Naptime," to compare their responses to those in the book. Reinforce the idea that there are no "right" answers.
- Particularize the activity: ask participants to think of a child who might be helped by any ideas discussed, or a particular situation that might require one of the new strategies considered. Invite the group to suggest possible solutions to any examples that might be shared.

Closing:

- Review the importance of appropriate, individualized sleep routines for helping children relax and feel comfortable.
- Remind participants of the importance of communicating with children's families about sleeptime rituals.

Variation: If you feel your group would benefit from more detailed guidance on setting up and managing napping routines, consider allocating about five to ten minutes to show the relevant section of the video, *It's Not Just Routine*. See the Resources section of this *Trainer's Guide* for a description and ordering information.

Workshop 6. Getting Dressed

Activities	Participant Objectives	Materials	Time (minutes)
Exercise in Dressing *A Child's View of Getting Dressed*	• Use dressing routines to help children feel competent and cared for • Allow time to respond to each child individually	Handout: 6A, "A Child's Eye View of Getting Dressed" *Journal*, p. 105 *The Creative Curriculum*, pp. 213–220 Completed chart on Getting Dressed from Workshop 1 Large long-sleeved sweaters with buttons	30–45

Introducing the Workshop

❖ Ask participants to take a few minutes to respond to the two questions on p. 105 in the *Journal*.

- What different skills did you need to dress yourself this morning?
- How do you help children feel competent about dressing—even though you have to help them a lot?

❖ When participants have finished, ask them to look over their lists of dressing skills. (Many of these will be motor skills, such as zipping, tying, buckling, buttoning. Others may include coordinating colors, choosing appropriate clothes for the weather, and so on.)

❖ Discuss which of the skills participants identified are ones they can expect their children to acquire and at what age.

Activity: Exercise in Dressing

❖ Explain that this activity will focus on the importance of taking time in dressing children.

❖ For each large sweater you have collected for this activity, ask for a pair of volunteers. Ask a participant who has a watch with a second hand to be the timekeeper for the activity.

- Have partners decide who will be the adult and who the toddler. Give each "adult" a large long-sleeved sweater. Ask the "adult" to wait for the signal, then to get the sweater on the "toddler" with at least three buttons fastened as quickly as possible, without hurting his or her partner. (Note the time it takes for the demonstration, then ask the "toddler" to remove the sweater before the next part of the demonstration.)

- Point out that one reason we rush routines is the feeling that they can last forever if we take more time with them. Yet, rushing can make routines unpleasant or uncomfortable for the children and for us too. Staying "in tune" with infants and toddlers requires our attention during routines, and that can't be rushed.

- Next, ask volunteer partners to repeat the demonstration, but this time, ask the "adult" to take time to make the routine comfortable for the "toddler." Before giving a signal to begin, ask other group members to identify ways the "adults" in the demonstration could help the "toddlers" participate in the dressing routine, e.g., making eye contact, asking for cooperation, and describing the parts of the routine to the "toddler."

- Have the timekeeper compare the times of the two dressing experiences. The group may be surprised to learn that very little additional time was needed to make the routine more enjoyable. Mention that the quality of the routine may have been affected much more than the quantity of time it took.

- Ask those who took part in the demonstration to discuss the difference, in their experience, between the "rushed" dressing routine and the more leisurely one. The "adults" may notice a difference in their feelings of irritation at their partners, which lessened when they weren't attempting to rush. The "toddlers" might share their relief at not having their arms forced into sweater sleeves.

Activity: A Child's View of Getting Dressed

- Distribute Handout 6A, "A Child's Eye View of Getting Dressed."

- Follow the instructions for this activity in Workshop 2.

- Refer participants to the completed charts on pp. 216–218 in Chapter 15, "Getting Dressed," to compare their responses to those in the book. Reinforce the idea that there are no "right" answers.

- Invite participants to share their ideas for helping children feel competent that they recorded in the *Journal* at the beginning.

- Compare the ideas discussed with those generated during Workshop 1 by referring to the chart you have posted.

- Particularize the activity: ask participants to think of a child who might be helped by any ideas discussed, or a particular situation that might require one of the new strategies considered. Invite the group to suggest possible solutions to any examples that might be shared.

Closing

- Remind participants that we can't always take all the time we'd like with routines, such as dressing children. Yet, the more time we are able to devote to these "highlights of the day," the more we—and the children—can enjoy the time together.
- To be successful, routines such as dressing must be done *with* children rather than *to* children.

Action Plan

In my daily routines, I will try...	Materials/Action Needed

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A Child's Eye View of Hellos and Good-byes

Young Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Seeming not to notice when her parents leave		
Crying strongly when his parents leave		
Breaking into tears when she spots her parent(s) at the end of the day		

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Mobile Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Withdrawing and sucking her thumb after her grandfather leaves		
So busy practicing climbing up and down the slide that he does not say good-bye		
Ignoring her parents when they arrive at the end of the day		

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Toddlers

What You Observe	What the Child May Be Experiencing	How You Can Respond
Clinging, kicking, and screaming as his parents begin to say good-bye		
Crying and protesting when her aunt leaves, although she has taken comings and goings in stride for sometime now		
Saying good-bye to his parents cheerfully and going off to play with a friend; greeting his "Gamma" with a hug at the end of the day; waving good-bye to you and happily walking out the door		

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A Child's Eye View of Diapering and Toileting

Young Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Fussing or crying Squirming in your arms		
Looking at you as you change her diaper		
Trying to roll over as you change his diaper		

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Mobile Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Resisting lying on her back		
Reaching in to his diaper to explore his bowel movement as you get ready to change him		
Trying to fasten the buckles on her overalls after you change her		

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Toddlers

What You Observe	What the Child May Be Experiencing	How You Can Respond
Touching his genitals as he prepares to sit on the potty		
Using the toilet successfully		
Wetting or soiling himself after using the toilet successfully		

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A Child's Eye View of Eating and Mealtimes

Young Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Fussing		
Cooing or babbling while eating a banana		
Reaching in his bowl to grab a handful of mashed sweet potatoes; tasting and smearing the food all over his high chair tray		

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Mobile Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Throwing the peach slice you hand him on the floor or turning his body away		
Grabbing a piece of sandwich from another child		
Getting up from the table		

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Toddlers

What You Observe	What the Child May Be Experiencing	How You Can Respond
Watching you as you set the table		
Pouring juice carefully and eating cooked vegetables with a spoon		
Finishing her milk and the last bit of food on her plate		

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A Child's Eye View of Sleeping and Naptime

Young Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Rubbing his eyes		
Falling asleep in the stroller during a neighborhood walk		
Waking up crying		

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Mobile Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Protesting strongly when you put him in his crib—even though you know he should be tired		
Stirring and beginning to call for you after sleeping for only a short time		
Appearing to be very sleepy soon after arriving at child care		

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Toddlers

What You Observe	What the Child May Be Experiencing	How You Can Respond
Squirming on her mat and having trouble getting settled		
Moving off his cot and making a lot of noise that disturbs the other children		
Staying awake at naptime		

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A Child's Eye View of Getting Dressed

Young Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Looking up at you as you put on her pants		
Fussing as you remove his shirt over his head		
Moving her arms and kicking her legs in the air after you remove her clothes		

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Mobile Infants

What You Observe	What the Child May Be Experiencing	How You Can Respond
Squirming as you try to dress him		
Giggling as you play "This Little Piggy Went to Market" with her toes		
Pulling off the overalls and socks you just struggled to put on		

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Toddlers

What You Observe	What the Child May Be Experiencing	How You Can Respond
Insisting "Me do!" as you begin to dress her		
Turning dressing into a game of chase		
Pulling her shirt over her head and breaking out into a big laugh, while being changed into clean clothes		

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Part Two

XII

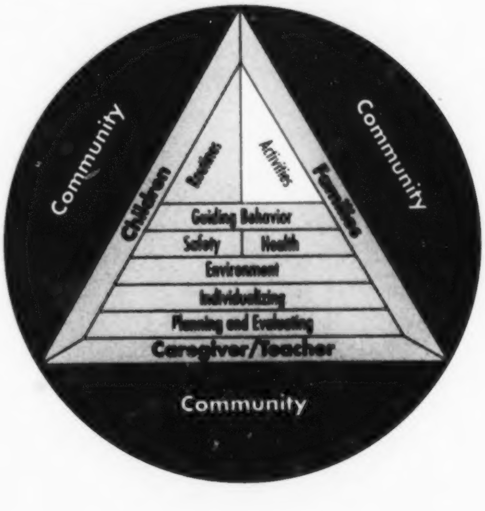
Activities Day By Day

Purpose of This Workshop Series

The eight activity chapters in *The Creative Curriculum* provide a wealth of ideas for planning appropriate experiences for infants and toddlers and sharing these experiences with families. It is important to note that for infants and toddlers, "activities" are not planned tasks or events that take place with a group of children. Rather, they are the opportunities caregivers/teachers offer children to explore and make discoveries by placing appropriate and interesting materials in the environment, observing how children use these materials, and responding to their interests and initiatives. The line between activities and routines is often very thin. An infant may turn a routine, such as a mealtime, into a sensory art activity by smearing food around on the table; handwashing can become a water play activity; and sweeping the floor is often more imitating and pretending than helpful! When caregivers/teachers appreciate the richness of these experiences for infants and toddlers, they are more likely to view activities as opportunities for exploration rather than as planned events.

Big Ideas

- Infants and toddlers who have a secure relationship with their caregivers/teachers are able to reach out and explore the world.
- Infants and toddlers explore the world through their senses. Activities offer many opportunities for sensory development.
- Caregivers/teachers set the stage by putting out materials and watching carefully to see how each child responds, taking cues from the child.
- Children respond to activities differently, depending on their stage of development, temperament, preferences, interests, and learning style.



Overview

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 1 . . . . page 291 **Relationship between Routines and Activities** Activity: *Combining Routines and Activities*	• Describe how routines and activities for infants and toddlers are interrelated • Identify ways to combine routines and activities to enrich the child care day	Handout: 1A, "Game Board" Game pieces (buttons or counters)	30–40
Workshop 2 . . . . page 293 **Playing with Toys** Activities: *Our Favorite Toys* *Homemade Fun* *Conversation about Play*	• Describe what children may be learning while playing with toys and household materials • Evaluate the safety of homemade toys • Practice supporting children's play with toys through conversation	*Journal*, pp. 111–113 *The Creative Curriculum*, pp. 226–235 Toys or pictures of toys Choke test tube "Beautiful junk" as noted in activity Chart paper, tape, signs, index cards	60–90
Workshop 3 . . . . page 298 **Dabbling in Art** Activities: *Is It Pudding or Paint?* *Just Messing About!*	• Demonstrate sensitivity to cultural issues relating to the use of edible materials in children's artwork • Plan appropriate art activities for young infants, mobile infants, and toddlers • Discuss ways to communicate about the value of art experiences with families	*Journal*, pp. 116–118 Children's artwork made with edible materials Art materials as noted for each activity Video: *Time With Toddlers* (optional)	60–90

Overview (continued)

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 4 page 302 **Imitating and Pretending** Activities: *Props for Pretend Play* *Pretending a Story Together*	• Discuss how pretend play provides social and language opportunities • Use a variety of props for pretend play and to enrich storytelling	*Journal*, pp. 119–122 *The Creative Curriculum*, pp. 254–256 Props Tape recorder and blank tape (optional)	45–60
Workshop 5 page 306 **Enjoying Stories and Books** Activities: *Read-Aloud Memories* *Baby Best-Sellers* *Easy Picture Books*	• Discuss the importance of reading books with infants and toddlers • Identify factors that make "classic" children's books popular with infants and toddlers • Make simple picture books	*Journal*, pp. 123–126 *The Creative Curriculum*, pp. 266–268 Books for infants and toddlers Book-making materials as noted for each activity Video: *Food for Thought* (optional) Chart paper, tape, markers	60–90
Workshop 6 page 310 **Tasting and Preparing Food** Activities: *Breaking Bread Together* *Stirring and Pouring and So Much More* *Preparing a Snack*	• Explore ways that food and mealtime activities provide opportunities to develop social and motor skills • List the types of motor learning that may occur during food preparation activities • Practice a simple food preparation activity	*Journal*, pp. 127–128 *The Creative Curriculum*, pp. 281–282 Kitchen tools Foods and utensils as noted for each activity Chart paper, tape, markers	60–90

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Overview (continued)

Workshops	Participant Objectives	Materials	Time (minutes)
Workshop 7 . . . . page 314 **Exploring Sand and Water** Activities: *Playing with Bubbles* *Sand and More Sand*	• Explore how playing with bubbles and water contributes to children's development • Use a variety of sand and sand-like materials	*Journal*, pp. 129–130 *The Creative Curriculum*, p. 288 Materials as noted for each activity Chart paper, tape, markers	45–60
Workshop 8 . . . . page 317 **Having Fun with Music and Movement** Activities: *Sharing Thoughts about Music and Movement* *Tempo, Please* *Personalized Songs for One and All*	• Use listening skills to recognize everyday sounds • Compare songs typically enjoyed by young infants, mobile infants, and toddlers • Make up and share simple songs using familiar tunes	*Journal*, pp. 131–132 *The Creative Curriculum*, pp. 299–301, 305 Household items that have easily identified noises Recorded music (optional) Chart paper, tape, markers	45–60
Workshop 9 . . . . page 320 **Going Outdoors** Activities: *Memories of Playing Outdoors* *Zipper-Lock Bag Nature Match* *Take It Outdoors!*	• Adapt favorite outdoor activities so they are appropriate for infants and toddlers • Explore the value of natural materials • Adapt materials typically used indoors to the outdoor environment	*Journal*, pp. 133–136 *The Creative Curriculum*, pp. 308–314 Materials as noted for each activity Chart paper, markers, colored dots	60–90

Workshop 1. Relationship between Routines and Activities

Activities	Participant Objectives	Materials	Time (minutes)
Combining Routines and Activities	• Describe how routines and activities for infants and toddlers are interrelated • Identify ways to combine routines and activities to enrich the child care day	Handout: 1A. "Game Board" Game pieces (buttons or counters)	30–40

Introducing the Workshop

- ❖ Explain to participants that this workshop highlights the inter-relatedness of activities and routines.
- ❖ Discuss the idea that with very young children, it's hard to separate routines from activities. When we sing and rock babies as they fall asleep, it's a music and movement activity as well as a naptime routine. Toddlers washing their hands before lunch is a water play activity as well as preparation for the mealtime routine.

Activity: Combining Routines and Activities

- ❖ Form five small groups at tables and put game boards (Handout 1A) and counters on each table. Invite each participant to take a board and a few counters.
- ❖ Ask participants to find the rectangle on their game board where the activity of music/movement and the routine of naptime come together. Explain how the two may intersect. Ask participants to share their thoughts about how sand/water and mealtimes might intersect.
- ❖ Have participants work together in their groups to identify possible combinations of routines and activities. Mark each one with a counter.
- ❖ Allow time to make various combinations, then ask each group to share its most unusual combination. If you are using an overhead projector, show each combination suggested by placing a game piece on the overhead transparency. Point out that even if a combination seems unusual or impossible, there are probably ways in which the routine and activity could co-exist.
- ❖ Have each group select one of the five routines and brainstorm specific ways the routine can also be an activity. Have participants use their game board handout to record the ideas discussed in the group.

- Invite each group to share its ideas with the full group.
- Note that this kind of creative thinking allows caregivers/teachers to be ready for all the ways infants and toddlers can enjoy the daily opportunities to try something new.

Closing

- Note that while adults may think of routines as separate from activities, infants and toddlers are likely to combine them in new and creative ways.
- Confirm that the program becomes richer when caregivers/teachers allow a natural flow of activities and routines, taking their cues from the infants and toddlers in their care.

Workshop 2. Playing with Toys

Activities	Participant Objectives	Materials	Time (minutes)
Our Favorite Toys *Homemade Fun* *Conversation about Play*	• Describe what children may be learning while playing with toys and household materials • Evaluate the safety of homemade toys • Practice supporting children's play with toys through conversation	*Journal*, pp. 111–113 *The Creative Curriculum*, pp. 226–235 Toys or pictures of toys Choke test tube "Beautiful junk" as noted in activity Chart paper, tape, signs, index cards	60–90

Note to Trainers:
For this workshop, it's helpful to have many different types of toys for participants to use. You can ask participants to bring a toy that children in their program use regularly, provide an assortment of toys yourself, or bring in pictures of toys from catalogs that you have cut out and mounted.

Introducing the Workshop

- Explain that this workshop series looks at the value of offering a variety of toys to infants and toddlers.
- Remind caregivers/teachers that they regularly make decisions about toys—adding to them or taking them away, even adapting them—to support children's play.

Activity: Our Favorite Toys

Materials: Selection of toys and pictures of toys from catalogs; signs with categories of toys from pp. 226–229 of *The Creative Curriculum*

Preparing for the Activity: Prepare chart paper with three questions:

1. How will children of different ages use this toy?
2. How will you arrange the environment to encourage children to use the toy?
3. How will you encourage children's play with the toy?

- Have participants respond to the questions on p. 111 in the *Journal*:
  - What was your favorite toy as a young child?
  - Why did you like this toy so much?
  - How do you give children in your program an experience similar to the one you just described?

- Invite participants to share their memories in the group.

- Explain that the purpose of this activity is to share ways children use toys and how caregivers/teachers can promote play with a variety of toys.

- Form groups of four to six people and place a selection of toys or pictures of toys on each group's table. Ask participants to select a toy (or picture) from among those on their table.

- Review the three questions you outlined and ask participants to discuss their answers to each question as they explore the toy they selected.
  - Describe how children at different ages use the toy. (Note that pp. 226–229 in *The Creative Curriculum* may be helpful.)
  - Explain what type of environment is needed for the toy's use and storage. (For instance, push toys need a large open area and might be stored in a square laundry basket. A building toy requires a protected floor area with low-pile carpeting or a smooth surface and might best be stored in a "tote tray" on a low shelf.)
  - Share ways to promote play with the toy. (For example, combining the toy with another type of toy, providing different types of containers to use with the toy, or moving the toy outdoors.)

- After the groups have had adequate time for discussion, ask each participant to share one idea about his or her toy with the large group. List these on chart paper under the heading "Toy Tips." Encourage participants to think of the most practical idea to share. (For instance, a participant might note that removing the lid of the shape sorter encouraged the older infants to play with the toy, because the lid seemed to interfere with their interest in "dumping and filling" with the shapes.)

- Remind participants that caregivers/teachers must make frequent decisions about toys after observing children at play. Understanding individual children and the way they use toys is useful in choosing new toys, removing toys no longer used, and changing the environment to maximize the play potential of the toys provided.

Activity: Homemade Fun

Materials: A selection of homemade toys (see p. 230 of *The Creative Curriculum* for suggestions); choke test tube (available from most early childhood equipment catalogs for $1-$2) or you can substitute a 3" section of paper towel tube; "beautiful junk" for infants and toddlers. Examples of appropriate beautiful junk are:

- Artists' matboard or foam core board scraps
- Bangle bracelets (heavy, solid plastic ones)
- Cardboard from stocking and shirt packages
- Colanders and strainers
- Detergent lids and jugs (cleaned thoroughly)
- Egg cartons
- Fabric samples
- Gatorade or other heavy plastic juice bottles
- Hair curlers, heavy plastic
- Ice cube trays, plastic
- Juice lids, smooth metal from 12 oz. or larger frozen concentrate
- Keys and key blanks, on sturdy rings for toddlers
- Lids from plastic containers, different sizes and shapes
- Magazines
- Mixing bowls, stainless steel or plastic
- Nesting scoops, plastic or lightweight metal
- Oatmeal boxes
- Paper towel rolls
- Ribbon scraps
- Scarves
- Tissue boxes
- Wooden or plastic spools, the largest size available
- Zippers

Check all items thoroughly for rough or sharp edges, loose parts, etc.

Preparing for the Activity: Collect an assortment of "beautiful junk" in a large paper bag. (See the list above as well as p. 230 of *The Creative Curriculum*.) Make several of each of the types of homemade toys listed on p. 230, and have them available. If feasible, ask participants prior to the workshop to bring a homemade toy that is very popular with their children.

❖ Ask participants to complete the sentence: "I couldn't believe it. She had so many wonderful new toys, and all she wanted to play with was the ________________!" The participants will probably call out "Box!" "Wrapping paper!" "Ribbon!" or something similar.

❖ Comment that we all understand the value of "beautiful junk" to children, but we sometimes forget to provide a variety of these castoff and household items in programs for children. These everyday items, when chosen carefully, can be enriching to infants' and toddlers' play.

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- Take one item at a time from your bag of beautiful junk and ask participants to call out what a toddler might do with it. (For instance, if you show a paper towel tube, participants might call out, "Look through it" or "Step on it." When shown a hard plastic hair roller, participants might say, "Blow through it" or "Roll it.")

- Tell participants that a box of beautiful junk, sorted or assorted and carefully evaluated for safety, is a wonderful addition to an infant or toddler room.

- Discuss the safety issues with beautiful junk. Show how to use the choke test tube to determine whether items are small enough to be choking hazards. (An object small enough to fit completely inside the tube is a choking hazard and should not be used with infants or toddlers.) Beautiful junk must also be easy to clean and have no points or sharp edges. Ask participants to suggest other types of health or safety issues to consider (e.g., suffocation with plastic bags, strangulation with cords or string over 12 inches long, and poisoning with toxic materials).

- Invite participants to share the homemade toys they brought and the ways infants and toddlers use them and/or show them the homemade toys you brought. Have the group review the examples on p. 230 of *The Creative Curriculum*.

- Summarize by noting again that beautiful junk, chosen carefully so that it is safe for infants and toddlers to use, can enrich their play. In addition, caregivers/teachers can combine junk items to create a variety of homemade toys.

Activity: Conversations about Play

> **Materials:** Toys from the previous activities; index cards with the headings, "Young Infant," "Mobile Infant," or "Toddler," in sufficient numbers to distribute one to each participant

- Ask participants to turn to p. 113 in the *Journal*. Read the introductory paragraph out loud, "What you say and do as children play with toys lets them know you care about them and are excited about what they can do. You also promote their learning." Suggest that participants record some things they've said to infants or toddlers playing with a toy and what they wanted the child to learn. Allow about ten minutes for this task.

- When most participants have written at least two or three responses, ask them turn to pp. 234–235 of *The Creative Curriculum* and review "Promoting Children's Play with Toys." Call attention to the boldface headings that indicate ways to talk with infants and toddlers at play and what they may be learning from the play experience.

- Ask participants to share statements they have made that are similar to the text categories. (For instance, when you review the category, "Mirror their emotions," a participant might share a comment, "You're a little frustrated with the pegs—they're hard to get in the holes.") Expand on participants' statements by stressing comments or questions that help toddlers classify, sort, look for cause and effect, come up with solutions to a problem, and look for different ways to solve the same problem. (Examples could include

"I like this one better than that one because _________." "If _________ happened, I would feel _________.")

- Place a set of index cards on each table and ask each participant to take one.
- Explain that the purpose of the next activity is to practice ways of talking with infants and toddlers as they play. Participants will take turns pretending to be a child of the age shown on their index card, playing with the toy they brought (or chose). The participant to the left of the "child" acts as the "adult," who responds to the child in one of the ways listed in *The Creative Curriculum*. (For instance, one participant in the role of older infant might shake a simple puzzle until the pieces fall out, then hold the pieces by the handles and clap them together. The adult participant might say, "Crash, crash, crash... you're using the puzzle pieces like cymbals in a band!") Other group members can "coach" the adult, suggesting responses to the "child." Circulate to help groups that may need assistance.
- If one group finishes well before the others, members of that group can repeat the exercise with a different toy and with different people role playing the child and adult.
- Allow enough time for the activity, then ask: "When you were in the role of infant or toddler, how did your play differ when the adult talked with you?" (Participants might say, "I did the same thing again to see what he would say," or "I wanted to see if she noticed the tiny differences in what I was doing.") A participant might also note that too much adult talk was distracting. If no one makes this point, do so yourself. Stress the importance of knowing *when* to talk. Sometimes children give us a cue or conversational opening by looking toward us when they are playing. In general, conversations with infants and toddlers should be based on close observation of their play. This helps us know when to talk and when to watch quietly.
- Emphasize that talking with infants and toddlers as they play is as important as providing appropriate toys in a well-planned environment.

Closing

- Suggest that participants take a few minutes to reflect on what they have learned and how they can use it in their daily work. Ask volunteers to share some of their plans for choosing and using toys in the future.
- As a follow-up to this workshop, ask participants to observe the infants and toddlers in their program over the next week and record their observations on p. 112 in the *Journal*.

Workshop 3. Dabbling in Art

Activities	Participant Objectives	Materials	Time (minutes)
Is It Pudding or Paint? *Just Messing About!*	• Demonstrate sensitivity to cultural issues relating to the use of edible materials in children's artwork • Plan appropriate art activities for young infants, mobile infants, and toddlers • Discuss ways to communicate about the value of art experiences with families	*Journal*, pp. 116–118 Children's artwork made with edible materials Art materials as noted for each activity Video: *Time With Toddlers* (optional)	60–90

Note to Trainers:
If participants work in a program that does not encourage or allow the use of food as a sensory or art material, the first activity, "Is It Pudding or Paint?" will not be appropriate. You can omit it, or replace the debate on the use of food in art activities with a discussion of messiness in general.

The second activity, "Just Messing About!," offers the option of showing a section of the video, *Time with Toddlers*. For a description and ordering information, see the Resources section. The activity is a messy project that uses cornstarch as an ingredient. Cornstarch has household uses other than cooking, but you should still check with participants to determine if their programs consider it to be a food. If a substitute activity is needed, consider providing large construction paper, paintbrushes, and cups of water, and encouraging participants to explore these materials freely. This alternate activity may also be preferable when a messier activity is not appropriate.

Introducing the Workshop

- ❖ Acknowledge that caregivers/teachers can find planning art activities for infants and toddlers challenging. Infants put everything in their mouths, and toddlers can be messy with any material! On the other hand, art materials that are safe and non-toxic (and, for younger infants, edible) provide an excellent and enjoyable medium with which to encourage a wide range of individual responses.
- ❖ Note that the activities in this workshop are designed to raise awareness about how infant/toddler art experiences differ from those for preschoolers. There will be hands-on opportunities to experience a typical (and messy) activity, and foster a discussion of appropriate materials for infant and toddler art. The workshop also explores a variety of ways to share children's art experiences with families.

Activity: Is It Pudding or Paint?

Materials: Slides or actual examples of children's artwork made with edible materials, such as pudding or flavored gelatin

Preparing for the Activity: Collect examples of children's work that use food products (such as fingerpaintings made with pudding or prints made with kitchen utensils and flavored gelatin mix).

- Share several works that children have made by "painting" with foods such as pudding or gelatin. Ask how participants feel about encouraging children to play with food. How many were told, "Don't play with your food!" when they were children?
- Ask volunteers who feel strongly about this type of activity to be on a panel to debate the issue. Encourage them to consider cultural and other social factors they may have encountered on this issue. (As an alternative, have pairs of participants debate or discuss the issue, then share the pros and cons with the larger group.)
- Have participants describe instances when they encountered families with strong feelings about allowing children to play with food. Ask if these interactions changed their own attitudes.
- Encourage participants to suggest ways to be sensitive to parents' concerns about playing with food. For example, a suggestion might include using certain leftover foods that would otherwise be thrown away, e.g., cold cream of wheat, which can be molded into shapes.
- Recall that infants and toddlers explore everything with all of their senses. It is next to impossible for infants and toddlers to refrain from smooshing and smearing their food.
- Point out that since infants usually taste materials provided for art experiences, using edible materials is a safe option. Later, through trial and error, toddlers can begin to understand that paint doesn't taste good. (It is still important to make sure all art materials are non-toxic.)
- Note that family members of infants and toddlers also may have strong feelings about using food in art activities. Being open to discussion of this topic with them is the first step towards finding a "middle ground."

Activity: Just Messing About!

Materials: Newspapers, cornstarch, water, plastic squeeze bottles (type used for condiments—two per table group), funnels, plastic pitcher, large plastic trash bags, dishpan, instant camera and film; video, *Time with Toddlers* (optional)

Preparing for the Activity: Collect the materials needed. Prepare a mixture of cornstarch and water until it is the consistency of white glue. Use the funnel to pour the mixture into the condiment bottles. You might leave a few bottles empty to prepare with participants' help.

- Let participants know that one reason it can seem difficult to plan art activities for mobile infants and toddlers is that they often will do everything except what we expect them to do with art materials.

- If the video, *Time with Toddlers*, is available, show Section 1 (five minutes). In this section, toddlers take part in a chalk drawing activity by rolling the chalk and removing paper that was taped to a table. Ask participants to share their reactions to this activity.

- Ask participants to "clear the decks for action" and cover each table with several thicknesses of newspaper.

- Have them explore the squeeze bottles and mixture inside and find different ways to use these materials. Observe what they are doing and how they are reacting, commenting when they respond in unusual or interesting ways. If possible, take instant camera photographs of the groups in action.

- After 10–15 minutes, or when the participants have clearly finished their play, ask them to fold the table covering and put it in the trash bag, and return their empty squeeze bottles to the dishpan.

- After the activity, discuss these questions, drawing out or presenting the talking points given in brackets after each question.

  - How did helping with preparation and clean-up affect the experience?
    (The more fully infants and toddlers participate, the richer an activity can be.)
  - Did it seem hard to begin the activity? If so, why?
    (Adults and older children may wait to find out what they "should" do with materials. Infants and toddlers dive right in!)
  - Did anyone in the group prefer to watch rather than squeeze or splash about?
    (The ways infants and toddlers respond depend on many factors, among them temperament and learning style.)
  - How did you feel when it was time to clean up?
    (It can be frustrating, especially for infants and toddlers, to be asked to clean up before they're done with an activity. Children's signals can offer clues about when it's time to do something else.)
  - Did you have everything you needed to clean up?
    (Planning ahead to make sure cleanup will be smooth can make the difference between an activity's failure or success.)

- How was this activity different from one for preschoolers?
  (Older children who have enjoyed these simple experiences before may want to combine materials to make a more complex activity, and may be more interested in producing a product.)
- If there is no product from this kind of simple activity, how could we share the child's experience with family members?
  (Some ways include daily information sheets, journals, photographs, children's portfolio entries or anecdotal records, videotapes, and bulletin board displays.)

Closing

❖ Ask participants to reflect on what they will take away from the workshop and how they can apply it in their work. Ask volunteers to share their thoughts.

❖ Highlight the following points:

- Simple art activities for infants and toddlers allow for free exploration with materials. Providing the materials and letting infants and toddlers enjoy them in their own way encourages learning and a wide range of individual responses.
- Allowing children to respond in their own way to art experiences strengthens their self-concept.
- Accepting the messiness involved in art activities lets children know you approve of their work.

❖ As a follow-up to the workshop, have participants plan art experiences for the children in the program and record what happens on pp. 116–118 of the *Journal*.

Workshop 4. Imitating and Pretending

Activities	Participant Objectives	Materials	Time (minutes)
Props for Pretend Play *Pretending a Story Together*	• Discuss how pretend play provides social and language opportunities • Use a variety of props for pretend play and to enrich storytelling	*Journal*, pp. 119–122 *The Creative Curriculum*, pp. 254–256 Props Tape recorder and blank tape (optional)	45–60

Introducing the Workshop

❖ Explain that the purpose of this workshop is to examine ways of encouraging infants and toddlers to imitate and pretend.

❖ Point out that imitating and pretending help infants and toddlers develop their imaginations, language skills, and the ability to use these skills in play activities.

Activity: Props for Pretend Play

Materials: A variety of props for interests and occupations, such as hats, dishes, telephones, baby dolls, buckets, etc.

Preparing for the Activity: Collect props that could be used by infants and toddlers in pretend play (see the lists on pp. 254–256 of *The Creative Curriculum* for suggestions). Display the props in the workshop space.

❖ Ask participants to think back to when they were children, turn to p. 119 of the *Journal*, and complete the two questions:

- What kinds of pretend play did you enjoy?
- What were your favorite props for pretend play?

❖ Invite people to share what they recalled. Comment as appropriate.

❖ Next, suggest that participants browse among the items on display and take one back to their seat. Ask, "What led you to choose that particular prop?" (Some may have chosen items similar to their favorite kind for pretend play when they were children. Others may have gone with adult interests or preferences.)

- Point out that if participants observe the children in their program closely, they will notice that many choose the same prop regularly for a period of time, seeming to explore it fully before choosing another. Children's choices can serve as guides to selecting other materials. For instance, for a toddler who regularly digs with a small shovel, providing work gloves and a watering can will encourage her to extend her play.

- Note that close observation also allows caregivers/teachers to know when to join in with children to extend the social opportunities in their play. For example, an infant who holds a juice cup up for the adult, who then pretends to taste the juice and hands the cup back, is bringing the adult into the "game."

- Invite participants to have a pretend party; they are to imagine they are toddlers and wear or carry a prop. At the party, ask them to stop at least five times and pretend play, each time with a different partner, following these two rules:

  -They must try to understand what their partner is doing—without talking!
  -They must try to imitate their partner's behavior.

Note to Trainers:
You may want to demonstrate this task with a volunteer as a partner before you assign it to the entire group. For instance, if you have a plastic flower as your prop, you can offer it to your partner, who will offer it back to you in the same way. Then your partner might gallop around on a broom. You would also gallop, dragging an imaginary broom.

- When it is time to end the activity, give a one-minute warning or some other signal to let participants know that they should take their seats.

- Then ask, "What did you learn about imitating and pretending during this activity?" (Participants may relate a variety of experiences: "I liked following better than leading" or "I had one idea about the way the prop should be used, and it was frustrating when my partner did something else.") Comment that frustration and conflict are as much a part of pretend play as enjoyment and cooperation. All can be valuable experiences for young children if adults respond sensitively.

- Conclude the activity by emphasizing that imitating and pretending give children many social opportunities. By joining in their pretend play, adults help them grow in their understanding of the world around them.

Activity: Pretending a Story Together

Materials: Props from the first activity; tape recorder (optional)

Preparing for the activity: Arrange participants' chairs in a "story circle," placing props on the floor in the center of the circle. Add one or two simple objects that can represent a variety of props, such as a box, a unit block, and a piece of paper.

- ❖ If this activity was preceded by "Props for Pretend Play," ask if it was hard to keep from talking when pretending with a partner. If this was the case, point out that imitation and pretend play have unlimited language opportunities.

- ❖ Share the following points:

  - When infants imitate each other, caregivers/teachers respond by telling them what they see: "Look, now Preston is hiding behind a chair, too!" This conversation helps infants learn about social relationships.
  - Toddlers begin to share ideas for pretend play with their friends. This can be frustrating as toddlers stretch their budding language skills to share their ideas. In addition, there's no guarantee that a playmate will follow along.
  - When toddlers play together, they may need help to work out disputes and disagreements. The need to be understood encourages toddler "conversations," which may be a mix of non-verbal and verbal communication.

- ❖ Ask participants to join you in the "story circle" for an activity that will enhance pretend play and language.

- ❖ Encourage participants to work together to make up a story and use props to add an element of pretend play. Explain that group members will take turns adding to the story and choosing an appropriate prop to add an element of pretend play.

- ❖ If you are using a tape recorder, turn it on, and begin, "Once upon a time . . . ."

Note to Trainers:

You may want to agree ahead of time to make the story "really true" or "make believe." In a true story the trainer might begin, "There was a workshop leader who called everyone on the phone and asked, 'Will you come to my workshop?'" (using a phone as a prop). In a make-believe story, the trainer might begin, "One day a brave explorer put on her explorer's hat (using a scarf for a hat), packed her bag (using a box for a suitcase), and said, 'I'm off . . . .'" To add opportunities for pretending, ask participants to copy the motions of each participant as he or she takes a turn.

- ❖ Continue around the circle, with each participant taking a turn adding to the story. Finish with the words, "And they all lived happily ever after."

- ❖ If you recorded the story, listen to it again, just for fun!

- ❖ Ask participants to share ways they could modify this activity in their programs. (They may list ideas such as bringing a bag of simple household items and telling a true story about their kitchen at home, or adding three bowls and spoons of different sizes to use in telling the story, *The Three Bears*.)

- ❖ Summarize by noting that helping children act out simple stories provides many opportunities for pretending and imitating. Stress the following:

  - Imitating and pretending encourage the development of language and social skills.
  - Using props with the stories helps extend children's interest and encourage creativity and use of simple symbols.

Closing

- Give participants a few minutes to think about the workshop—what they have learned and how it applies to their work. Ask volunteers to share their insights.
- Invite participants to share key points they remember. These may include the following:
  - Pretend play is rich with social opportunities.
  - Imitating and pretending helps children understand the world around them.
- As a follow-up to this workshop, have participants complete pp. 120–122 in the *Journal* by observing the children in their program.

Workshop 5. Enjoying Stories and Books

Activity	Participant Objectives	Materials	Time (minutes)
Read-Aloud Memories *Baby Best-Sellers* *Easy Picture Books*	• Discuss the importance of reading books with infants and toddlers • Identify factors that make "classic" children's books popular with infants and toddlers • Make simple picture books	*Journal*, pp. 123–126 *The Creative Curriculum*, pp. 266–268 Books for infants and toddlers Book-making materials as noted for each activity Video: *Food for Thought* (optional) Chart paper, tape, markers	60–90

Introducing the Workshop

❖ Explain that this workshop addresses one of the most important activities a caregiver/teacher engages in—reading aloud.

❖ Note how important it is to create enjoyable associations with books and reading. Research shows that children who are read to often and from a very early age enter school with more advanced language and better listening skills than those who have not had the same experiences.

Activity: Read-Aloud Memories

❖ Ask participants if they can recall being read to as a child. Have them turn to pp. 123–124 in the *Journal* and respond to the questions:

- What positive memories do you have about the experience of reading?
- Jot down some ideas about how you can provide the children in your program with positive feelings about books.
- Which books do the children in your care seem to enjoy most?
- Why do you think these books are their favorites?

- Invite several volunteers to share their responses to the first two questions. Structure the discussion by asking questions such as:

  - Did you have a favorite book you wanted read over and over?
  - Where did you like to sit when being read to?
  - At what times of the day did you want a book read aloud?

- If available, show the excerpt from the video, *Food for Thought*, in which parents share their child's responses to reading aloud. (The entire video runs about 14 minutes.)

- Have participants suggest ways to encourage positive feelings about books. List their ideas on the chart paper and allow time for comments or questions about any item.

- Children's demands to "read it again" are a positive sign of their growing appreciation of books. The repetition itself helps children understand what reading is about. They begin to make the connections between pictures and text. When a child sits on the reader's lap as a story is read, the child can benefit not only from the fun of the story itself, but also from the physical closeness with the reader.

- Using books throughout the day provides many opportunities for children to develop positive feelings about books.

Activity: Baby Best-Sellers

Materials: A selection of books for infants and toddlers, chart paper, and markers

Preparing for the Activity: Use the list on pp. 266–268 in *The Creative Curriculum* to select a variety of high-quality books for infants and toddlers. If possible, ask each participant to bring one or more books that the children especially love.

- Read aloud a short picture book from the list on pp. 266–268 of *The Creative Curriculum*. For example, read from *Owl Babies* and ask participants why they think this book is so popular with toddlers. (Possible responses: It has a theme familiar to many children and striking illustrations.)

- Ask participants what books the children like best and why they think these books are so popular.

- Place several picture books on each table and invite participants to look through them and share the ones they brought.

- Ask participants to identify attributes that make these books so popular. (Possible attributes might include: simple stories, repetition, funny-sounding words, big bright pictures, and so forth.) Record the attributes on chart paper. Explain that when caregivers/teachers recognize the qualities of a favorite book, they know what to look for in selecting new books.

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- Refer participants to the list of favorite books for infants and toddlers on pp. 266–268 in *The Creative Curriculum*. Point out that favorite children's books may be popular for many years. Adults retain for years the memories of books they loved when they were young and often share their own childhood favorites with their children and grandchildren!

- Suggest that it is also important to look for books that include children of various cultures and abilities, qualities that are not typical of the old favorites.

- Summarize by pointing out that a well-written children's book is one that adults like to read and children like to listen to—over and over again. To emphasize this point, you may want to re-read the book you read at the beginning of this activity.

Activity: Easy Picture Books

Materials: Zipper-lock plastic bags, construction paper or index stock, hole punch, scissors, ribbon or yarn, magazines, and gluesticks or transparent tape. If possible, ask each participant to bring in a picture of something of interest to infants and toddlers. Provide magazines or catalogs for those who did not bring pictures with them.

Preparing for the Activity: Prepare the pages for this activity ahead of time by cutting the construction paper or card stock to fit as pages inside the zipper-lock bags. (Rolling the paper slightly helps in placing it in the bags.) Display them on a table so participants can select what they need.

- Invite participants to help make group picture books. If they brought pictures, you might have them form groups based on a category represented by the pictures (i.e., animals, people working, houses, and so forth). If participants did not bring in pictures, they can cut out some from the magazines and catalogs you provide.

- Invite participants to select any materials they need to make their books. Demonstrate the following steps for making books:

    1. Insert one page in each zipper-lock bag.
    2. Punch two holes in the page, alongside the zipper.
    3. Open the zipper and place pictures or other small items on the page. (The items can be glued to the paper or left loose to move about.)
    4. Bind several pages together with ribbon or yarn.
    5. Seal the plastic bag with tape (or with a sewing machine to make the book permanent).

- Allow time for participants to assemble their books and tie them together with yarn or ribbon. When all of the groups are finished, have them share their books with other participants.

- Ask participants to suggest other ways to make books that are safe for infants and toddlers. Refer them to p. 268 of *The Creative Curriculum* for ideas.

- Offer the following hints for making and using home-made picture books:

    - Include pictures of the child's favorite things.
    - Encourage toddlers to help choose the items for a zipper-lock bag book; these may include leaves, birthday wrapping paper, and stickers.
    - Check the books daily for tears and to discard torn plastic bags.

- Note also that :

    - Books made by teachers/caregivers are wonderful gifts that can foster family literacy by encouraging parents to share books with their children.
    - Personalized books made for infants and toddlers help them understand that their caregivers/teachers recognize their interests.

Closing

- Stress that reading to infants and toddlers each day is very important for their cognitive and language development.

- Emphasize that repeating favorite stories enhances the experience of sharing books with children. Infants and toddlers enjoy hearing the same book over and over, and this repetition further enhances their language development.

- Recall that "classic" books for very young children share certain attributes that can help adults choose the best examples of children's literature. These attributes include familiar and interesting themes, rhymes and rhythm, and beautiful illustrations.

- As a follow-up to this workshop, have participants complete pp. 125–126 in the *Journal*, which ask them to make a homemade book and observe another adult reading to children.

Workshop 6. Tasting and Preparing Food

Activities	Participant Objectives	Materials	Time (minutes)
Breaking Bread Together *Stirring and Pouring and So Much More* *Preparing a Snack*	• Explore ways that food and mealtime activities provide opportunities to develop social and motor skills • List the types of motor learning that may occur during food preparation activities • Practice a simple food preparation activity	*Journal*, pp. 127–128 *The Creative Curriculum*, pp. 281–282 Kitchen tools Foods and utensils as noted for each activity Chart paper, tape, markers	60–90

Note to Trainers:
Prepare a workshop space suitable for activities that include food preparation (e.g., clean and sanitize tables and make sure there is a place nearby to wash hands).

Introducing the Workshop

❖ Explain that the purpose of the workshop is to focus on food activities as opportunities for sensory/motor and social experiences that take place every day.

❖ Point out that the food preparation and tasting activities extend to all developmental areas and, therefore, should not be rushed.

Activity: Breaking Bread Together

Preparing for the Activity: Prepare and post on the wall two sheets of chart paper, one with the heading "Enjoying a Meal," the other with "Preparing a Meal." Have enough markers for two participants to record group ideas.

❖ Introduce this activity by reminding participants that they are already experts in this area. Every day of every week they take part in many kinds of food preparation and eating activities, formal and informal, shared and solitary, satisfying and less satisfying.

❖ Organize participants into two groups.

- Ask one group to recall a meal its members recently enjoyed and think about why it was so special.
- Ask the second group to visualize its members cooking/preparing a meal and think about what they like best about this activity.

- ❖ Have each group choose one person to record the group's ideas on the appropriate chart paper. (The first group might discuss having a choice of favorite foods, sharing conversation with friends or family, or just relaxing and being leisurely. The second group might comment on creating a new dish, pleasing friends and family members, or presenting a meal that everyone thinks looks pretty.)
- ❖ Note the similarities between the responses of the two groups. (These may include the act of doing something pleasing for themselves and others, the opportunity for choice, and the pleasure of social interaction.)
- ❖ Ask participants to think about how they can make food experiences with infants and toddlers enjoyable in similar ways. (For example, if your list includes "Having a choice of foods," participants might suggest that older infants can choose from among several foods. If the list has "Pleasing friends and family members," one response might be, "Toddlers like pouring juice and offering it to others in the group.")
- ❖ Point out that recognizing what we ourselves enjoy about food experiences helps us appreciate what infants and toddlers like best.
- ❖ Remind participants that providing a variety of food preparation and tasting experiences for infants and toddlers sets the stage for a lifetime of positive attitudes about food, eating, and pleasurable social interaction.

Activity: Stirring and Pouring and So Much More

Materials: Several simple cooking tools for each table, such as wooden spoons, potato mashers, spatulas, and so on

Preparing for the Activity: Prepare two sheets of chart paper by writing the heading "Older Infants" on one and "Toddlers" on the other. Post them on the wall.

- ❖ Organize participants into small groups and give each group several simple cooking tools. Ask group members to use (or pretend to use) each tool and to identify ways older infants or toddlers can use it to help prepare foods. (You may need to offer suggestions such as "stir" and "break" to get the activity started.)
- ❖ List participants' suggestions on chart paper in the appropriate column. Invite them to compare their lists with those on pp. 281–282 in *The Creative Curriculum*.
- ❖ Note that food preparation provides many types of sensory and motor experiences for young children.
- ❖ Conclude that older infants and toddlers can be active participants in food preparation, with some help and a choice of appropriate tools.

Activity: Preparing a Snack

Materials: Cream cheese (two or more packages), large plastic zipper-lock bags, a variety of dried herbs in bags or other containers, scissors, and crackers

Preparing for the Activity: Place the materials on clean trays.

- Schedule this activity for after a break. Before the break, explain that a food preparation activity will follow and participants should wash their hands. Ask for volunteers to sponge the tables.

- When participants return from the break, place two packages of cream cheese in a large, heavy-duty plastic zipper bag. (If the group is large, you will need to prepare several bags.)

- Ask participants to choose one herb each and to pour a small amount into their bags and seal them. (You may want to double-bag.)

- Pass the bags around, allowing everyone a chance to "smoosh" them and comment on the process.

- Next, have participants cut off one corner of their bag and squeeze the cream cheese mixture onto a cracker for tasting.

- Discuss how tasting this snack differed from tasting something they did not help prepare. (Participants may realize that they were more interested in tasting the cheese spread because they made it, that having a choice of herbs added to their involvement and curiosity about the spread's taste, or that it felt good to "smoosh" the bag.)

- Ask how participants might adapt this activity for older infants/toddlers. (They may think of other soft foods that could be combined by squeezing them in a zipper-lock bag, such as cottage cheese and fruit puree. They might also suggest other foods, such as applesauce, which could be spread on crackers.)

- Challenge participants to describe what infants and toddlers can learn from this activity and other simple cooking experiences. (Responses might include: sensory learning, as infants feel, smell, and taste the ingredients and the final product; scientific learning, as the mixtures change properties, becoming liquid, then solid; and social and emotional learning, as toddlers work in a small group and enjoy cooking together.)

- Suggest that helping to prepare food encourages children to try new foods, especially when they see other children enjoying the tasting!

Closing

- ❖ Ask participants to reflect for a few minutes on what they learned in the workshop and how it might apply to their work with infants and toddlers.
- ❖ Give them time to complete pp. 127–128 in the *Journal* to respond to these questions:
  - How do you involve children in food preparation activities?
  - What can you do to make food preparation with mobile infants and toddlers an enjoyable and successful experience for all?
  - How do you ensure that food activities are safe and healthy?
  - What ideas have you learned from the families in your program?
- ❖ Suggest that participants try a food preparation activity and record what children do and how they respond on p. 128 in the *Journal*.

Workshop 7. Exploring Sand and Water

Activities	Participant Objectives	Materials	Time (minutes)
Playing with Bubbles *Sand and More Sand*	• Explore how playing with bubbles and water contributes to children's development • Use a variety of sand and sand-like materials	*Journal*, pp. 129–130 *The Creative Curriculum*, p. 288 Materials as noted for each activity Chart paper, tape, markers	45–60

Introducing the Workshop

- ❖ Explain that water and sand are two favorite materials for toddlers. These easily available materials can be used in endless ways, depending on the interests of individual children.
- ❖ Note that the workshop will also explore the use of sand substitutes for children too young for sand, or for locations where sand play is not possible.

Activity: Playing with Bubbles

Materials: Bubble liquid and wands (one of each for each participant), spray bottles of water, large sheets of construction paper, paper towels

- ❖ Have participants think back to their childhoods and respond to the question on p. 129 of the *Journal*, which asks: "What memories do you have of playing in sand and water?"
- ❖ Allow time for participants to share their memories with each other and ask if anyone wants to share with the whole group.
- ❖ Ask participants if they have ever noticed that when sand or water are available, children are naturally drawn to them? It's similar to the commercial for children's cereal that says, "It's good for children, but they eat it because it tastes good!" Children choose to play with sand and water because these materials appeal to their senses. At the same time, playing with these materials helps children learn and develop.
- ❖ Note that soap bubbles are a form of water play that very young children can enjoy (with a little attention to safety), as can adults.

- Invite participants to choose bubble liquid and a wand or a spray bottle, and to spend about ten minutes playing with the materials in their small-group settings. Challenge them to see how many discoveries they can make.

- While participants are investigating the materials, place some sheets of construction paper on each table without covering the entire table (to allow participants to discover how bubbles react differently on paper and the table).

- To signal the end of the activity, begin gathering the materials and give participants paper towels to clean the tables.

- Display chart paper with one column labeled "Fun" and a second column labeled "Learning." Ask participants to share their ideas about what made the activity fun, and what they learned. List responses under the appropriate column on the chart. (Possible discoveries might include: bubbles last longer when the air is misty; when you spray a bubble it pops; bubbles that hit a wet surface don't break; a bubble that lands on the table looks like half a bubble.)

- Discuss the safety considerations for water play on p. 288 in *The Creative Curriculum.*

- Conclude by pointing out that water play is full of opportunities for fun and learning. Playing with soap bubbles is a way to extend the learning and enjoyment of water play for everyone.

Activity: Sand and More Sand

Materials: Dishpan or large containers of fake dirt (see recipe, below), cornstarch, sand, and shredded paper; tools to use with the materials (see list below)

Preparing for the Activity: Collect some large containers, such as sand table liners, small wading pools, baby bathtubs, large dishpans (about two for each table); a large quantity of a manipulative item appropriate for infants, such as pop beads, and large spoons, scoops, spatulas, and other tools to use with the variety of dry, textured materials.

Make a large "recipe" of fake dirt—1 part used, dried coffee grounds and 1 part cornmeal. (Be sure to keep this mixture dry—it quickly becomes moldy when wet. The mixture cannot be sanitized and must be replaced frequently.)

- Have participants review the section about safety and health considerations for sand play on p. 288 in *The Creative Curriculum.* Point out that although sand play is not appropriate for very young infants, this activity will demonstrate some ways that infants can enjoy similar experiences.

- As you discuss the following points, pour each material described into a container for later use by participants:
  - Infants enjoy using manipulatives such as pop beads, small tubs or buckets, a variety of spoons, and small bowls or cups. These allow the same kind of stirring, scooping, and spilling associated with sand play. Infants can use these materials with a cornstarch and water mixture, similar to a very clean mud. A variety of spoons and small bowls or cups are useful accessories for cornstarch and water.
  - Toddlers can play with real sand, although you may prefer fake dirt, which is much kinder to waxed floors. Toddlers also enjoy playing in shredded paper; a wading pool of shredded paper is the next best thing to playing in a big pile of dry leaves (but make sure all staples have been removed before shredding).
  - Ask participants what tools they would suggest for these materials: (For sand or fake dirt, they may suggest small trucks, shovels, scoops, measuring cups, funnels, or muffin tins. For shredded paper, they might mention large scoops or small dustpans.)

- Place the manipulative items and tools in the containers. Invite participants to try the different materials and decide which ones the children in their care would enjoy. Challenge participants to think of other suitable materials as well.

- Allow about 10–15 minutes for investigating and playing with the materials. Remind participants to try each of the different materials. Encourage them to share their thoughts on the appropriateness of the materials as they spoon and pour them.

- Invite participants to share their choices of materials for their groups. Point out that there may be personal reasons to substitute one material for another. (For instance, "I hate the way cornstarch gets in every little crack in the floor. I'm going to try regular oatmeal, not the instant stuff, instead." Or "I'm not sure I'm comfortable with my children playing with shredded paper, so I'm going to try short pieces of ribbon instead.")

- Reinforce the following ideas:
  - Although sand play is not appropriate for very young children, caregivers/teachers can make similar activities available.
  - Caregivers/teachers should use their knowledge of individual children to choose sand-like sensory materials.

Closing

- Reiterate that water and sand are two favorite materials for toddler play. They can be used in endless ways, shaped by the interests of individual children.

- Have participants complete pp. 129–130 in the *Journal* as a follow-up to this workshop.

Workshop 8. Having Fun with Music and Movement

Activities	Participant Objectives	Materials	Time (minutes)
Sharing Thoughts about Music and Movement *Tempo, Please* *Personalized Songs for One and All*	• Use listening skills to recognize everyday sounds • Compare songs typically enjoyed by young infants, mobile infants, and toddlers • Make up and share simple songs using familiar tunes	*Journal*, pp. 131–132 *The Creative Curriculum*, pp. 299–301, 305 Household items that have easily identified noises Recorded music (optional) Chart paper, tape, markers	45–60

Introducing the Workshop

- ❖ Explain that from birth, and perhaps even before, infants respond to rhythms and music. Awareness of everyday sounds is an early stage in development of listening ability and later music and language skills.
- ❖ Emphasize that musical talent is not required to share music and movement with infants and toddlers, just a willingness to do so.

Activity: Sharing Thoughts about Music and Movement

Materials: Household items that have easily identified noises, such as an alarm clock, squeaky toy, bell, etc. You might want to play a Mozart tape as participants enter the room and note that brain research validates the importance of children listening to music, especially classical music.

- ❖ Ask participants to respond to the two questions on p. 131 in the *Journal*:

  - What kinds of music do you enjoy listening to or creating?
  - What role does music play in your life?

- ❖ Allow time for participants to share any thoughts they have about music and how they use music now in their work with infants and toddlers. Refer them to the discussion on pp. 299–301 in *The Creative Curriculum*, which describes six ways of providing music and movement experiences every day. Ask, "Which of these experiences do you provide for children? How do they respond?"

- Note that the first idea involves simply listening to sounds, something we don't often do. Ask participants to close their eyes, listen very quietly to the sounds around them, and call out any sounds they become aware of. Occasionally make noises with the household items you brought. Participants may say they hear noises that were not obvious before, such as ventilation systems, laughter from nearby rooms, a plane flying overhead.

- After participants open their eyes, ask whether they were surprised by the variety of sounds in the environment. Point out that we as adults often tune out noises to keep from being distracted by them. Having an opportunity to focus on noises or sounds in the environment is relatively rare.

- Emphasize that getting children to pay attention to everyday sounds encourages the development of listening skills. The ability to listen to and hear differences in sounds builds phonemic awareness, an ability children will need when they get older to read and write.

Activity: Tempo, Please

Preparing for the Activity: Choose familiar songs you're comfortable singing with the group; some songs are listed below. If you prefer, select a recording; some suggestions are on p. 298 of *The Creative Curriculum*.

- Explain that this activity explores the way musical styles and tempos mirror infant/toddler development. Remind participants that infants respond to rhythms and music from birth, and perhaps even before. Younger infants, older infants, and toddlers can benefit from regular experiences with music and movement.

- Ask participants to stand and sway back and forth as they sing "Rock-a-Bye Baby" or another lullaby together. Point out that the tempo is similar to that of an adult's heartbeat, which is why a lullaby is so soothing.

- Share a familiar nursery rhyme with a melody, such as "Pat-a-Cake," or a musical fingerplay, like the "Itsy Bitsy Spider." Singing these types of songs with older infants provides early experience with pretend play. Note that the tempo of these songs is different from the lullaby.

- Finally, sing a toddler activity song, such as "If You're Happy and You Know It" or "Shake My Sillies Out." Note the very upbeat and quick tempo. Ask if participants can suggest reasons why these songs are popular with toddlers. (One reason is that the words provide opportunities to move in many different ways.)

- Conclude that music can be relaxing and invigorating, calming and exciting. Choosing musical selections thoughtfully helps make sure they suit children's changing moods and interests.

Activity: Personalized Songs for One and All

- Ask participants if they have ever used children's names in songs and how the children reacted. Children love hearing a "personalized" song about what they're doing at any given time.
- Explain that in this activity, everyone will become a songwriter.
- Ask participants to call out the names of songs they know that are familiar to many people, such as "Twinkle, Twinkle Little Star" and "Mary Had a Little Lamb." List these titles on the chart paper and explain that these songs will provide the tunes for the personalized songs.
- To provide ideas for original words to these familiar tunes, ask participants at each table to share the first names of children and their favorite activities.
- Ask each group to choose one example (a child's name and favorite activity) and use it to make a personalized song. Suggest that the group focus on the rhythm of the words its members want to use and then choose a song with a similar rhythm from the list of familiar tunes. Clapping along with the words may help participants hear the rhythm.
- After all the groups have finished, invite each to sing its new song for the rest.
- Discuss the many benefits of personalized songs for infants and toddlers:
    - They enhance children's language development and self-concept.
    - They can ease the transition between different periods of the day. (For example, it's more fun to follow directions when they are sung!)

Closing

- As a conclusion to the workshop, have participants respond to the first question on p. 132 of the *Journal*, which asks: What kinds of music and movement experiences do you do with children? Ask them to answer the remaining questions after they have observed children engaged in a music and movement experience.
- Reiterate that there are many ways that caregivers/teachers can share music and movement with infants and toddlers. No special musical talent is needed, only a willingness to share favorite songs.
- Remind participants that they've proved that personalized songs are easy to create!

Workshop 9. Going Outdoors

Activities	Participant Objectives	Materials	Time (minutes)
Memories of Playing Outdoors *Zipper-Lock Bag Nature Match* *Take It Outdoors!*	• Adapt favorite outdoor activities so they are appropriate for infants and toddlers • Explore the value of natural materials • Adapt materials typically used indoors to the outdoor environment	*Journal*, pp. 133–136 *The Creative Curriculum*, pp. 308–314 Materials as noted for each activity Chart paper, markers, colored dots	60–90

Introducing the Workshop

❖ Explain that this workshop focuses on planning appropriate outdoor activities for infants and toddlers that are safe and simple.

❖ Point out that caregivers/teachers can use their own memories of favorite childhood outdoor activities and can also adapt those more typically considered indoor activities.

Activity: Memories of Playing Outdoors

❖ Ask participants to complete the first two items on p. 133 of the *Journal*.

- Describe your two favorite outdoor activities and what you especially enjoyed about each one.
- How can you offer the same kinds of experiences you had to infants and toddlers?

❖ While the participants are working, put colored dots (three for each participant) on each table.

❖ After allowing an appropriate time, ask each group to generate a list of activities its members enjoyed as children. When they are ready, ask each group to share one activity, and continue from group to group until all the ideas each group discussed are listed on a chart. (Participants may offer ideas such as pretending to camp out, making mud pies, and climbing a tree.)

❖ Ask which of these activities could be adapted for infants and toddlers. To cast their votes, ask participants to take three colored dots and mark the three activities they would most enjoy adapting for infants and toddlers.

- Review the voting results with the group. Comment on any surprises, perhaps an activity that it's hard to imagine being appropriate for infants or toddlers.

- Ask participants to describe ways they would adapt their favorite activities (those with the most "votes") so they are both fun and safe for very young children. (For example, if a group's favorite activity was playing in a wading pool, group members might suggest adapting the activity for older infants by playing in a grassy area with a trickling garden hose. If a favorite activity was climbing a tree, participants might suggest laying a small tree trunk on the ground for children to climb over.)

- Emphasize the need to consider *safety* and ***simplicity*** when adapting activities for infants and toddlers.

- Review health and safety tips for outdoor play on pp. 308–310 of *The Creative Curriculum*. Ask participants to do a safety check for any hazards in their outdoor space when they return to their programs and complete the chart on p. 134 in the *Journal*.

- Discuss the value of going outdoors every day and how children benefit by asking participants for their ideas. Be sure that the discussion mentions that going outdoors:

    - provides important sensory experiences
    - promotes large motor development
    - allows children to be messy and have fun
    - gives children fresh air
    - helps children appreciate nature and natural objects

Activity: Zipper-Lock Bag Nature Match

Note to Trainers:
This activity requires going outdoors. If this is not possible, place natural objects in the training space for participants to "discover."

Materials: One four-to six-page zipper-lock bag book containing natural objects—bark, leaves, sand, etc.—for each group. (See the directions for making these books in Workshop Series 5, "Enjoying Stories and Books.")

- Distribute the books you have prepared and allow table groups time to look through them. Have participants consider where they would find the things in their book.

- Invite the groups to spend a few minutes outside looking for natural objects that match the items in their books. (They can collect the matching objects or simply look for them.)

- When the groups return, ask participants to share what they did and discovered during the activity. (They may say that curiosity made them want to touch an item in the plastic bag book first, and then compare it with the natural object they found. Perhaps a participant may share an interest in finding the same kind of leaf in the neighborhood.)

- ❖ Ask why having a nature book with objects to match helped them focus on the trees, plants, and soil outdoors. (The book provides a purpose for careful observation.) Point out that seeing similarities and differences in natural objects helps children develop visual matching skills. Later, they will enjoy learning the names of objects found in nature: "This is a leaf." "I touched a worm."

- ❖ Stress the importance of making sure all the plants in the outdoor area are non-poisonous. When the area is safe, caregivers/teachers can relax and enjoy the natural objects with the children.

- ❖ Recall that young children can spend long periods contemplating a leaf or piece of bark. Conclude by noting that for infants and toddlers, simply enjoying the outdoor environment is the first step toward an awareness of nature.

Activity: Take It Outdoors!

Materials: Pictures of items commonly found indoors in classrooms: dress-up clothes, a variety of toys, books, paint and brushes, dolls, paper; markers

Preparing for the Activity: Mount the pictures on construction paper (optional) or simply place one or more pictures on each table.

- ❖ Invite each group to suggest one or more ways the "indoor items" on its table can be moved outdoors to provide richer opportunities for the children (e.g., plastic baby dolls for playing in water or for playing hide and seek).

- ❖ Ask what factors must be considered when taking indoor items outdoors. (Participants might mention safety—supervision and choke testing; storage—for dress-up and other role play materials; availability of other materials—water for use with paintbrushes or bubble mix to add to bottles.)

- ❖ Share the following advantages of taking indoor activities outdoors:

  - A story outside is great for children who don't like to sit still for a story indoors.
  - Paint looks so much brighter outdoors.
  - Balls can roll farther outdoors.

- ❖ Invite participants to share what kinds of indoor activities they take outdoors.

- ❖ Reinforce the idea that taking items outdoors makes familiar experiences new and different, and that a little planning and preparation go a long way toward making the outdoor environment interesting and enjoyable for infants and toddlers.

Closing

- To conclude the workshop, ask participants to think of one child in their program. After reviewing the different kinds of outdoor experiences appropriate for infants and toddlers on pp. 311–314 in the *Curriculum*, have participants record the kinds of experiences this child enjoys in the *Journal* on p. 135.
- Ask participants to state two new ideas from the workshop that they will use. After trying them out, record what happens in the *Journal* on p. 136.
- Stress the idea that time outdoors satisfies children's need to be active learners, explore the world, and make discoveries, and that such time is also important for adults.

Game Board: Combining Routines and Activities

Activities	**Routines**				
	Hellos and Good-byes	**Diapering and Toileting**	**Eating and Mealtimes**	**Sleeping and Naptime**	**Getting Dressed**
Playing with Toys					
Dabbling in Art					
Imitating and Pretending					
Enjoying Stories and Books					
Tasting and Preparing Food					
Exploring Sand and Water					
Having Fun with Music & Movement					
Going Outdoors					

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Videos

I. Why Quality Matters

In Our Hands

WestEd/Center for Child & Family Studies, 180 Harbor Drive, Suite 112, Sausalito, CA 94965, (415) 331-5277

This video focuses attention on the harmful effects of poor quality child care on infants. It identifies four critically important characteristics that underlie quality infant and toddler care: close, caring relationships; assurance of a healthy and safe environment; strong connection to family; and knowledgeable and responsive caregivers. A guide provides background information, describes recent major research findings on the quality of infant care, and explains recommendations made in the video on ways to prevent infants from being harmed. (12 minutes)

II. Defining Curriculum

Infant Curriculum: Great Explorations

NAEYC, 1509 16th St., NW, Washington, DC, 20036-1426, (800) 424-2460

This video focuses on the importance of knowing and understanding stages of child development in developing infant curriculum. It emphasizes the importance of using observation, knowledge of infant development, and establishment of relationships as bases for curriculum—that is, the environment is physically structured, what materials are in the environment and where they are placed, and how adult/infant interactions take place are all based on knowledge of the child. The video strongly supports the two definitions of curriculum discussed in the workshop. (20 minutes)

Toddler Curriculum: Making Connections

NAEYC, 1509 16th St., NW, Washington, DC, 20036-1426, (800) 424-2460

This video emphasizes the importance of knowledge of child development and observation techniques in developing a toddler curriculum. It shows how toddlers' developmental levels, issues, and needs impact the physical arrangement of the room, the types and numbers of materials on the shelves, types of activities, and adult-child interactions. The video emphasizes essential elements of toddler curriculum—incorporating opportunities for trial and error, repetition, imitation, and experimentation—while stressing routines and the learning opportunities that routines afford. (19 minutes)

III. The Central Role of Caregivers/Teachers

Getting In Tune: Creating Nurturing Relationships with Infants and Toddlers

California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

The caregiver who can follow the lead of infants and toddlers, pick up their rhythms, and let them know that their messages are understood is in tune with those children. It emphasizes and supports the critical importance of building trusting and responsive relationships with infants and toddlers because these types of relationships are central to later healthy development. It outlines four steps to learning how to effectively relate to infants and toddlers: study child development; get to know the children's families; develop self-awareness; and learn the responsive process. (24 minutes)

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Diversity Series:

Diversity, Independence, and Individuality
Diversity: Contrasting Perspectives
Diversity and Communication

Magna Systems, Inc., (English versions only), 101 N. Virginia St., Suite 105, Crystal Lake, IL, 60014-9800, (800) 203-7060

This series of videos provides a framework for discussions generated by the workshop objectives and activities. They do not provide answers per se, but rather present situations that classroom staff and parents often encounter during the day-to-day events in an early childhood classroom. Though the situations described include adults and older children, the issues themselves are applicable to infant and toddler teaching practices. The guide that accompanies the videos contains sections for each video that include overviews, pertinent vocabulary, goals, and suggested issues and questions for exploration.

Diversity, Independence, and Individuality
This video shows how the values of independence and individuality define teaching and learning approaches. Scenes of children learning self-help skills and engaging in free play in child-centered environments illustrate how these two values play out in practice. (30 minutes)

Diversity: Contrasting Perspectives
Designed to show contrasts and spark discussions, this video contrasts the values of independence and interdependence as they play out in the intimate issues involved in day-to-day caregiving. For example, viewers see a contrast in feeding practices as they watch an infant freely exploring his food with his hands, a toddler eating with a spoon, and a mother spoonfeeding her two- and four-year-old daughters. The video contrasts self-help skills and child-centered learning with other styles of early childhood practices. (32 minutes)

Diversity and Communication
Difficulties often arise when parents and classroom staff don't agree with each other or find their communication blocked. This program shows sample areas of disagreement, such as childrens toilet training and messy play activities that get clothes dirty. By presenting diverse opinions among people of various cultures, the video shows that disagreement is healthy. It also demonstrates that even people of the same cultural background can have different ideas about how things should be done. (33 minutes)

Essential Connections: Ten Keys to Culturally Sensitive Care
California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

Culture is the fundamental building block of identity. Through cultural learning, children gain a feeling of belonging, a sense of personal history, and a security in knowing who they are and where they come from. This video recommends ten ways ("keys") to structure and implement child care programs that strengthen children's connections with their families and their home culture.

This program in its entirety helps caregivers consider some critically important questions: What happens to the influence of family and culture when infants and toddlers enter child care outside of the home? What happens to cultural connections? The video provides a framework for recognizing and applying culturally sensitive practices with infants and toddlers as well as with their family members. (36 minutes)

Talking Points for Essential Connections: Video Clips for Group Discussions
California Department of Education/WestEd, Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This is the companion video, to *Essential Connections: Ten Keys to Culturally Sensitive Care*. It contains 32 clips of role play scenarios and interviews with experts. The clips can encourage discussions on cultural continuity; importance of caregiver's role in the development of a child's first sense of self; importance of home language; and the process of becoming more aware of cultural conditioning. The video is not meant to be viewed all at once; rather, scenes should be chosen to match a particular training or discussion session. An accompanying guide contains information about each scene and "talking points" for discussion. (73 minutes)

IV. Knowing Infants and Toddlers

Child Development Birth to Five

Reflections Educational Consulting Firm (English and Spanish versions available), Rt. 1, Box 266, Lone Rock, WI, 53556, (608) 583-2412

Although this video is geared to parents, the information on child development and the strategies for encouraging development are the same for parents and caregivers. The program points out that every child has a unique time table for development, and that parents (and caregivers) should use chronological ages as time frames rather than absolutes.

The first section of the video covers newborns through age two, and is further separated into two segments: newborns through age one; and one-to-two-year olds. Key developmental skills and milestones are covered in both segments. (approximately 15 minutes for both segments)

The second section of the video covers ages two through five. The first segment covers ages two to three, again describing major developmental issues and milestones. The video is especially useful since staff can learn from it and then use it with parents. (5 minutes)

The Ages of Infancy: Caring for Young, Mobile, and Older Infants

California Department of Education/West Ed (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video focuses specifically on stages of development in young infants, mobile infants, and older infants or toddlers. The film describes the characteristics of the stages, and offers strategies for supporting infants at each stage. Emphasis is on security, exploration, and identity.
(26 minutes)

Flexible, Fearful, and Feisty: The Different Temperaments of Infants and Toddlers

California Department of Education/West Ed (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video defines temperament and describes nine temperament traits: activity level; biological rhythms; approach/withdrawal; mood; intensity of reaction; sensitivity; adaptability; distractibility; and persistence. The film describes how these nine traits can be grouped into three temperamental styles: flexible, fearful, or feisty. Viewers see how the traits manifest themselves in infants and toddlers. The video also emphasizes the importance of caregivers recognizing these traits in infants and toddlers as a way to help them understand and respond appropriately and individually to children. (29 minutes)

Discoveries of Infancy: Cognitive Development and Learning

California Department of Education/West Ed (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video describes how infants learn, from simple sensorimotor experiences to figuring things out in their heads. It shows six major kinds of discoveries that infants make during the first three years of life and offers guidelines on ways to support this early learning. The guidelines include suggestions for the physical environment, materials, and activities. (32 minutes)

NOTE: **The following six videos focus on one or two aspects of infant or toddler development. The format is live action, interrupted with long pauses during which time viewers can observe the children without voice-over narration.**

Magna Systems, Inc., 101 N. Virginia St., Suite 105, Crystal Lake, IL, 60014-9800,
(800) 203-7060

Infancy: Landmarks of Development

This video focuses on milestones in locomotion and fine motor skills during the first year of life. It emphasizes that the "timeline" for developing these skills differs for each child and is affected by nutrition, health status and care, opportunities for practice, and cultural norms and patterns. (22 minutes)

Infancy: Beginnings in Cognition and Language

This video demonstrates rapid progression of cognitive skills during the first year of life. It shows how infants use both sensory and perceptive skills to learn about the world around them, and how these skills affect language and cognitive development. (29 minutes)

Infancy: Early Relationships

This video emphasizes how quality caregivers can help infants form early relationships and affect development. Viewers observe how trust develops through mutuality, bonding, and attachment. The film also describes stranger anxiety, separation anxiety, and failure to thrive. (19 minutes)

Infancy: Self and Social World

This video describes how infants develop into individuals, separate from their caregivers. Viewers see infants developing emotions, forming close relationships, and interactioning with caregivers. Viewers also see how caregivers change their styles of interactions to fit the infants' needs so that the relationships can continue. (15 minutes)

Toddlerhood: Physical and Cognitive

This video focuses on the development of gross and fine motor skills. Viewers see the correlation between physical and cognitive development, and learn ways to support these developmental changes from infancy to toddlerhood. (26 minutes)

Toddlerhood: Emotional Development

This video explores issues of autonomy and independence; eating, toileting, and sleeping; and separation and relationships with parents. Viewers learn what these issues represent in a toddler's emotional development and observe strategies for helping children through this trying but exciting time. (29 minutes)

V. Observing Infants and Toddlers

Observing Young Children: Learning to Look, Looking to Learn

Teaching Strategies, Inc., P.O. Box 42243, Washington, DC, 20015, 800-637-3652 or (202) 362-7543

Observation is basic to individualizing and evaluating a program as well as measuring children's progress. This video shows early childhood educators how to consistently and systematically observe children in appropriate ways. (28 minutes)

Observation

Magna Systems, 101 N. Virginia St., Suite 105, Crystal Lake, IL, 60014-9800, (800) 203-7060

This video explains key concepts relevant to observing children. It provides concrete examples that illustrate: the purposes of observation; observing specific aspects of child development; methods of recording; observing and interpreting; types of observation; and uses of observation by students, professionals and researchers. (37 minutes)

Observing Children

Meridian Education Corporation, 236 E. Front St., Bloomington, IL, 61701, (800) 727-5507

This video focuses on observation, recording, and ways to use this information for classroom planning. It highlights how much information can be collected through focused observations and the value of partnering with parents in sharing and communicating observations about their children. (10 minutes)

VII. Working with Families

Partnerships with Parents

NAEYC, 1509 16th St., NW, Washington, DC, 20036-1426, (800) 424-2460

This video dramatizes the importance of parent/classroom staff relationships for children. It gives examples of ways to establish and maintain positive, and open communication, and provides suggestions for ways to handle common difficulties classroom staff may face in working with parents. (28 minutes)

Protective Urges: Working with the Feelings of Parents and Caregivers
California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video documents the feelings of parents and caregivers and provides ideas to meet the needs of both, while at the same time protecting and nurturing the infant.

The section called "Working with Parents" (about 15 minutes) identifies three important attributes parents look for in caregivers: understanding, competence, and honesty. The section shows how classroom staff can communicate these attributes to parents and to children. (27 minutes.)

Talking Points for Protective Urges: Video Clips for Group Discussion
California Department of Education/WestEd, Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

The nine scenes in this video can stimulate discussions about "the four-step process" described in the video *Protective Urges: Working with the Feelings of Parents and Caregivers*. The video clips deal with exploring and resolving troubling parent-caregiver relationships. (30 minutes)

Essential Connections: Ten Keys to Culturally Sensitive Care
California Department of Education/WestEd, (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

See description on page 328.

Diversity and Conflict Management
Magna Systems, Inc., 101 N. Virginia St., Suite 105, Crystal Lake, IL, 60014-9800, (800) 203-7060

This video identifies conflict/communication issues and provides a practical process for conflict management and resolution. The process described includes five steps: reflect, explain, reason, understand, and negotiate (RERUN). These steps are illustrated with examples as they appear in role plays of conflicts dealing with topics of discipline, children's privacy, and self-feeding. (30 minutes)

Diversity Series:
- ***Diversity, Independence, and Individuality***
- ***Diversity: Contrasting Perspectives***
- ***Diversity and Communication***

See description on page 328.

VIII. Creating a Welcoming Environment

Space to Grow: Creating a Child Care Environment for Infants and Toddlers
California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video shows how to create a positive environment for infants and toddlers, and how to use the environment as a teaching tool to foster their social, emotional, and cognitive growth. It presents eight factions to consider in developing appropriate environments: including issues of safety, health, flexibility, and choice, comfort, convenience, child size, and movement.
(22 minutes)

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IX. Promoting Safety & Health

Caring for Our Children

NAEYC, 1509 16th St., NW, Washington, DC 20036-1426, (800) 424-2460

This set of six thirty-minute videos is designed to ensure the health and safety of all young children, including children with disabilities, in child care centers, schools, and family child care homes. This series is a joint project of the American Academy of Pediatrics (AAP) and NAEYC. The videos are based on the book, *Caring for Our Children, National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, by the American Public Health Association and American Academy of Pediatrics (available from AAP, (800) 433-9016). The six videos are only sold as a complete set and includes a set of handout masters.

Part 1: Standards and You

Explains what standards are and how they were developed and can be used. Demonstrates how caregivers/teachers can avoid stress, illness, and injury.

Part 2: Basic Caregiving

Demonstrates proper diapering and handwashing techniques and how to serve meals. Shows how children with special needs can be integrated into a program.

Part 3: Ready for Anything

Demonstrates proper emergency planning and response for centers and family child care homes. Describes safe transportation of children, preparation of disinfecting bleach solution, and forms of child abuse and reporting obligations.

Part 4: Setting Up for Health and Safe Care

Shows how to make sure a facility is physically safe, including furnishings, storage of toxic materials, and playgrounds.

Part 5: Keeping It in Shape

Describes maintenance schedule and safety checklist. Demonstrates how to spot potential hazards. Presents recommended clean-up schedule and procedures and use of an injury log.

Part 6: Illness in Child Care

Describes planning and communications when caring for an ill child. Demonstrates proper procedures for administering medication and for informing parents of an ill child or communicable diseases.

X. Guiding Children's Behavior

Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers

California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

See description on page 329.

Time with Toddlers

Margie Carter and Kidspace, distributed by Redleaf Press, 450 N. Syndicate, Suite 5, St. Paul, MN, 55104 - 4125, (800) 423-8309

This video, which can be used for staff training and parent orientation, offers many examples of typical toddler behaviors. It provides useful techniques and strategies for assisting toddlers through difficult. It models language interactions that describe the toddler's situation and behavior while respecting the toddler's feelings. It also shows how to match activities and materials to toddlers' developmental stages, and ways to predict potential problems (e.g., "swarming" behaviors) and offset them. (22 minutes)

XI. Routines Day By Day

It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers
California Department of Education/West Ed (English and Spanish versions available) - Bureau of Publications and Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

Separate segments in this video model the basics of three caregiving routines—feeding, diapering, and napping. These segments also demonstrate appropriate hygiene, safety, and environmental practices for each routine.

The fourth segment—"More than just routine"—emphasizes the variety of opportunities for individualized, responsive caregiving inherent in daily routines. This segment reinforces one of the main ideas of Workshop XI: that routines can be turned into experiences that build relationships and promote development and learning. (30 minutes)

XII. Activities Day By Day

The Ages of Infancy: Caring for Young, Mobile, and Older Infants
California Department of Education/WestEd (English and Spanish versions available), Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, CA, 95812-0271, (800) 995-4099

This video covers the ages and stages of infant development—security (young infants), exploration (mobile infants), and identity (older infants). It describes each stage's primary issues and shows how caregivers can respond effectively to infants' needs at each stage.

The video provides a more global view of activities day by day. It looks at the larger context of developmental issues and shows ways that staff members can adapt their care to the child's developmental stage. At the end of each segment ideas and guidelines are presented. (26 minutes)

Play
Magna Systems, Inc., 101 N. Virginia St., Suite 105, Crystal Lake, IL, 60014-9800, (800) 203-7060

This video shows infants, toddlers, and preschoolers engaged in different play situations and identifies the skills they are developing and learning through play. It explores different types of play: solitary, parallel, associative, and cooperative, and discusses the role of adults in enhancing children's play.

This video provides a framework for understanding the role of play in the lives of children and how their play evolves into higher levels. (28 minutes)

Play Time
The Professional Partnership Baby Care Workshop Series (English and Spanish versions available), P.O. Box 2153, Salinas, CA, 93902, (800) 729-8323

This video demonstrates simple, enjoyable activities for parents and caregivers to share with infants. It encourages flexibility and spontaneity in play activities and stresses using readily available household items rather than for special equipment. It also highlights how physical development coincides with the development of play skills.

Though the video is targeted to parents, it is useful for classroom staff, providing developmental information and relating this information to specific suggestions for play activities and toys. (17 minutes)

Food for Thought
Health Partners, 8100 34th Avenue South, Community Relations Department, P.O. Box 1309, Minneapolis, MN 55440-1305, (800) 551-0859

This video stresses the importance of reading to infants and toddlers every day and describes how reading affects brain development. It includes testimonial from parents. (14 minutes)

Books

This resource list is designed especially for program directors and others involved in staff development and is intended to supplement the extensive list of resources in Appendix F of *The Creative Curriculum for Infants & Toddlers*.

Selected Resources for Staff Development

Blueprint for Action
Paula Jorde Bloom, Marilyn Sheerer, Joan Britz
New Horizons, P.O. Box 863, Lake Forest, IL 60045

> Learn to assess your program for its strengths, weaknesses, and organizational structure. Then draw up a "blueprint for action" to make improvements and build the foundation of a strong, individualized staff development program. With a staff development program linked to your center's real needs, lasting improvements happen. Includes 27 assessment tools and 8 sample forms.

The Early Childhood Mentoring Curriculum: A Handbook for Mentors
Dan Bellm, Marcy Whitebrook, Patty Hnatiuk
Center for the Child Care Workforce, 733 15th St., NW, Suite 1037, Washington, DC 20005, (202) 737-7700

> From the Center for the Child Care Workforce (formerly the National Center for the Early Childhood Work Force), this new program addresses the goals and principles of mentoring programs, methods for developing mentoring skills, ways to build strong and mutually supportive mentor relationships, respect for diversity, and more. For use in child care classes, workshops, formal mentoring programs, and college courses for both family child care and center-based providers. The companion Trainer's Guide includes a sample five-day mentoring course outline, training activities, teaching tips, handouts, and supplemental readings.

Leadership in Early Care and Education
Sharon Lynn Kagan and Barbara T. Bowman, editors
NAEYC, 1509 16th St., NW, Washington, DC 20036, (800) 424-2460

> A roster of highly respected contributors offer thoughtful discussion to inspire administrators to stand back and look at leadership in early care and education in its various facets, including effective management, mentoring other early childhood professionals, working to advance the field, and community leadership roles.

Training Teachers: A Harvest of Theory and Practice
Margie Carter and Deb Curtis
Redleaf Press, 450 N. Syndicate, Suite 5, St. Paul, MN 55104, (800) 423-8309

> This essential book synthesizes some of the best ideas about adult learning styles and teaching practices, and then shows how to implement them with innovative training tools and new strategies. Includes an eight-week course on child-centered curriculum planning.

Teaching Adults: An Active Learning Approach
Elizabeth Jones
NAEYC, 1509 16th St., NW, Washington, DC 20036, (800) 424-2460

> Children are active learners, and so are adults! Following the author as she teaches a semester long course balancing planned curriculum with emergent curriculum.

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The Visionary Director: A Handbook for Dreaming, Organizing and Improvising in Your Center
Margie Carter and Deb Curtis
Redleaf Press, 450 N. Syndicate, Suite 5, St. Paul, MN 55104, (800) 423-8309

This book describes early childhood programs as the new neighborhoods of the 21st century, and details why program directors are the key to making these new cultural centers a vibrant part of the community. To accomplish this, a director's professional development should include not only the skills of administration, business and finance, supervision, and human relations, but also the arts of dreaming, designing, organizing, and improvising–in short, the tools needed for leading with a vision.

The What, Why, and How of High-Quality Early Childhood Education: A Guide for On-Site Supervision–Revised Edition
Derry G. Koralek, Laura J. Colker, Diane Trister Dodge
NAEYC, 1509 16th St., NW, Washington, DC 20036, (800) 424-2460

Written by TSI authors, this book pulls together what supervisors and trainers should see when they walk into a developmentally appropriate center-based program or family child care home. Great ideas to help caregivers and teachers of infants, toddlers, preschoolers, and school-age children.

Program Evaluation

Infant/Toddler Environment Rating Scale
Thelma Harms, Debby Cryer, Richard Clifford
Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027
(800) 575-6566

An easy-to-use evaluation instrument that answers questions about the quality of infant/toddler settings. The ratings include space, care routines, language, reasoning skills, social development and adult needs.

Family Day Care Rating Scale
Thelma Harms, Richard Clifford
Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027
(800) 575-6566

A simple method for providers to evaluate the quality of their child care home. The scale covers 32 items, including space and furnishings, basic care, language and reasoning, learning activities, social development, and adult needs.

Accreditation Criteria & Procedures of the National Association for the Education of Young Children—1998 Edition
NAEYC, 1509 16th St., NW, Washington, DC 20036, (800) 424-2460

Improve your program with these standards—set by the early childhood profession.

Guide to Accreditation Criteria & Procedures of the National Association for the Education of Young Children—1998 Edition
NAEYC, 1509 16th St., NW, Washington, DC 20036, (800) 424-2460

The comprehensive guide to achieving NAEYC accreditation, this book contains copies of all the individual forms used during self-study and validation plus all directions and procedures.

Teaching Strategies' Infant/Toddler Resources

This is the complete listing of infant/toddler resources available from Teaching Strategies, Inc. P.O. Box 42243, Washington, DC 20015, (800) 637-3652, www.TeachingStrategies.com.

The Creative Curriculum for Infants & Toddlers
Amy Laura Dombro, Laura J. Colker, Diane Trister Dodge

A Journal for Using The Creative Curriculum for Infants & Toddlers
Amy Laura Dombro, Laura J. Colker, Diane Trister Dodge

A Trainer's Guide to The Creative Curriculum for Infants & Toddlers
Diane Trister Dodge, Sharon E. Yandian, Donna Bloomer

A Parent's Guide to Infant/Toddler Programs
Diane Trister Dodge, Amy Laura Dombro, Laura J. Colker. Available in English and Spanish.
This illustrated booklet shows parents how warm and responsive care–at home and in child care–helps shape the future development of infants and toddlers and their ability to learn.

The Creative Curriculum for Family Child Care
Diane Trister Dodge and Laura J. Colker.
This book helps family child care providers design developmentally appropriate programs in their homes for mixed-aged groups of infants, toddlers, preschoolers, and school-age children.

A Trainer's Guide to The Creative Curriculum for Family Child Care
Diane Trister Dodge and Laura J. Colker

Caring for Infants and Toddlers, Volumes I & II
Diane Trister Dodge, Amy Laura Dombro, Derry G. Koralek.
An individualized training program for the Child Development Associate (CDA) Credential.

A Trainer's Guide to Caring for Infants and Toddlers
Diane Trister Dodge and Derry G. Koralek.

Caring for Children in Family Child Care, Volumes I & II
Derry G. Koralek, Laura J. Colker, Diane Trister Dodge.
An ideal training program for the family child care provider who cares for children from infancy through school age.

A Trainer's Guide to Caring for Children in Family Child Care
Diane Trister Dodge, Derry G. Koralek, Debra D. Foulks

Web Sites

The world wide web has become an important source of information for early childhood educators. Below is a listing of some sites of interest to the early childhood field and some that are specific for infant/toddler programs. A good place to start is at the Teaching Strategies' web site-- **www.TeachingStrategies.com**—where you will find all of these links and many others. The first section, Infants & Toddlers, lists two sites that are solely devoted to issues related to this age group. The other sites include infant and toddler issues as part of their broader purposes.

Infant & Toddlers

I Am Your Child	http://yourchild.yahoo.com
ZERO TO THREE: National Center for Infants, Toddlers, and Families	http://www.zerotothree.org

Head Start, Early Head Start, and the Child Care Bureau

Early Head Start National Resource Center	http://www.ehsnrc.org
Head Start Bureau	http://www.acf.dhhs.gov/programs/hsb
Child Care Bureau	http://www.acf.dhhs.gov/programs/ccb
National Head Start Association	http://www.nhsa.org
1998 Revised Head Start Performance Standards	http://www.acf.dhhs.gov/programs/hsb/hs98ps.htm

Early Intervention, Special Needs, and Inclusion

Family Village	http://familyvillage.wisc.edu
National Early Childhood Technical Assistance System (NEC*TAS)	http://www.nectas.unc.edu
National Parent Network on Disabilities	http://www.npnd.org
National Information Center for Children and Youth with Disabilities	http://www.nichcy.org
Early Childhood Research Institute on Inclusion	http://www.inform.umd.edu/EdRes/Colleges/EDUC/Depts/ecrii/index.html

National Information Clearinghouses

National Parent Information Network (NPIN)	http://www.npin.org
National Child Care Information Center (NCCIC)	http://www.nccic.org

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National Resource Center for Health and Safety in Child Care	http://nrc.uchsc.edu
ERIC Clearinghouse on Elementary and Early Childhood Education	http://ericeece.org

Child Advocacy and Research Organizations

Children's Defense Fund	http://www.childrensdefense.org
KidsCampaigns	http://www.kidscampaigns.org
Stand For Children	http://www.stand.org
Child Welfare League of America	http://www.cwla.org
Families and Work Institute	http://www.familiesandworkinst.org

Professional Organizations

Association for Childhood Education International (ACEI)	http://www.udel.edu/bateman/acei
Council for Early Childhood Professional Recognition	http://www.cdacouncil.org
National Association for the Education of Young Children (NAEYC)	http://www.naeyc.org
National Association for Family Child Care (NAFCC)	http://www.nafcc.org
National Association of Resource and Referral Agencies (NACCRRA)	http://www.childcarerr.org
National Black Child Development Institute (NBCDI)	http://www.nbcdi.org

Discussion Groups/Mailing Lists/Listservs

The Creative Curriculum Discussion Group	http://www.teachingstrategies.com/educators/ED_CCmaillist/ED_CCmaillist.html
ECENET-L (Early Childhood Education)	http://ericps.ed.uiuc.edu/eece/listserv/ecenet-l.html
ECEOL-L Early Childhood Education On-Line	http://www.ume.maine.edu/~cofed/eceol/welcome.shtml

Other Sites of General Interest

Parent Soup's Education Central	http://www.parentsoup.com/edcentral
EarlyChildhood.com	http://www.earlychildhood.com
Gryphon House	http://www.ghbooks.com

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Teaching Strategies, Inc. enhances the quality of early childhood programs by producing comprehensive and practical curriculum and training materials. Our products and staff development services are making a difference in preschools, elementary schools, Head Start, school-age programs, and child care programs worldwide.

Curriculum Resources

The Creative Curriculum® for Infants & Toddlers

A comprehensive yet easy-to-use framework for planning and implementing infant and toddler programs in center-based and family child care settings. Focusing on routines and activities, this book recognizes that relationships form the basis of curriculum for very young children.

#CB0052, $34.95

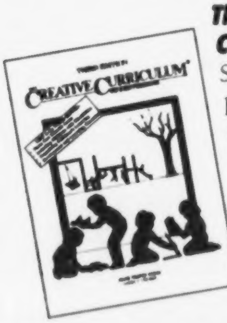
A Trainer's Guide to The Creative Curriculum® for Infants & Toddlers

Defines the role of a curriculum in achieving a quality infant/toddler program and includes practical hands-on workshops for introducing each major component of *The Creative Curriculum® for Infants & Toddlers* to staff.

#CB0049, $27.95

A Journal for Using The Creative Curriculum® for Infants & Toddlers

#CB0053, $25.00 (set of 5)



The Creative Curriculum® for Early Childhood, 3rd Ed.

Shows how teachers build curriculum for preschool and kindergarten children around the environment using ten interest areas: Blocks, House Corner, Table Toys, Art, Sand and Water, Library, Music and Movement, Cooking, Computers, and Outdoors.

#CB0071, $39.95

Also available in Spanish: #CB0074, $39.95

The Creative Curriculum® for Family Child Care

Helps you design a developmentally appropriate program in your home for each age group—infants, toddlers, preschoolers, and school-age children.

#CB0084, $29.95

Resources for Parents

A Parent's Guide to Infant/Toddler Programs

Also available in Spanish. Shows parents how warm and responsive care helps shape the development of infants and toddlers and their ability to learn.

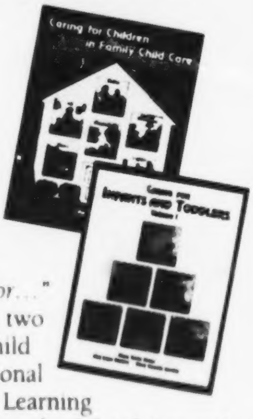
#CB0033, $22.50 (set of 10)

A Parent's Guide to Early Childhood Education

Also available in Spanish and Chinese. Explains what happens in a developmentally appropriate early childhood program and the important role parents play in helping their children succeed in school and in life.

#CB0075, $22.50 (set of 10)

Competency-Based Training Materials



The "Caring for . . ." series:

- ***Caring for Infants and Toddlers***
- ***Caring for Preschool Children, 2nd Ed.***
- ***Caring for Children in Family Child Care***
- ***Caring for Children in School-Age Programs***

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